DOCUMENT RESUME

ED 067 189 RC 006 444

AUTHOR	Garrett, Edwin B., Comp.
TITLE	The Rural Education Improvement Project. Overton County, Tennessee, Fifth Annual Comprehensive Report (July 1, 1971-June 30, 1972).
INSTITUTION	Overton County Board of Education, Livingston, Tenn.
PUB DATE	72
NOTE	189p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Annual Reports; *Communication Skills; Cultural Enrichment; *Early Childhood Education; *Family Involvement; Industrial Education; Inservice Teacher Education; Paraprofessional School Personnel; *Rural Education; Secondary Education; Statistical Analysis; *Tables (Data); Unit Costs
IDENTIFIERS	*Overton County; Tennessee

ABSTRACT

Prepared by the Overton County Rural Education Improvement Project Director for Overton County, Tennessee, this 8-section report covers the period from July 1, 1971 to June 30, 1972. Section 1 provides demographic and school data which includes the current county population, industrial expansion in the county, and the current school population. Section 2 reports on project interventions. Projects for communication skills development, family involvement, cultural enrichment, integrated vocational education (building trades), nonprofessional aide service, and teacher education are evaluated. Verbal and graphical presentations of pre- and post-testing in communication and computation skill development (K-12) are included in sections 3 through 6. Special projects for remedial reading (grades 2-11) and building trades (grades 11-12) are described in section 7. The financial report in section 8 presents general and detailed disbursements and available funds for 1971-72. Appendix A displays special events in the in-service education programs, while appendix B presents the project's governing board. (HBC)

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FIFTH ANNUAL COMPREHENSIVE REPORT
(JULY 1, 1971 - June 30, 1972)

THE RURAL

EDUCATION IMPROVEMENT PROJECT

OVERTON COUNTY, TENNESSEE

Robert E. Moles
Superintendent
Overton County Schools

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Project Director

006444

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Section I

DEMOGRAPHIC AND SCHOOL DATA

A. Current County Population

Overton County is located in the north central part of Tennessee on the edge of a geological land formation known as the Eastern Highland Rim. According to the 1970 census the population is 14,488 which is a slight increase over that of the last half-decade. Citizens are optimistic about future population increases.

B. Industrial Expansion in the County

Over the past years industrial growth in Overton County has been favorable. Almost every year a new factory locates here providing additional jobs for the people. This past year the Berkline Corporation, a major furniture manufacturing company, began operation in Livingston. This makes a total of 16 factories now in operation here. Figures from the 1970 census report show that of the total 14,488 population, 5,117 Overton Countains or 35.3% of the people are employed.

The continual up-grading of roads and highways along with the fact that public water systems are now being installed in some of the rural areas make future industrial growth almost a certainty.

C. Current School Population

School population figures this year (1971-72) show a total enrollment of 3,630. This is almost identical to last year's figure of 3,646. These totals represent an increase of almost 300 children since the beginning of REIP in 1967.

(By School)

SCHOOL	Boys	Girls	Total
Allons	106	117	223
Alpine	71	62	133
Hardy's Chapel	34	42	76
Hilham	127	105	232
Independence	99	92	191
Livingston Academy	374	310	684
Livingston Elementary	498	451	949
Monroe	90	79	169
Pleasant Valley	19	25	44
Rickman	289	284	573
Wilson	156	167	323
Bilbrey (EMR)	14	1	15
Little (EMR)	8	6	14
Ledbetter (Homebound)	3	1	4
TOTAL	1888	1742	3630

(By Levels and Grades)

GRADE OR LEVEL	Boys	Girls	Total
Kindergarten	115	110	225
Grade 1	165	189	354
Grade 2	162	149	311
Grade 3	177	161	338
Grade 4	164	121	285
Grade 5	155	143	298
Grade 6	155	139	294
Grade 7	181	184	365
Grade 8	143	146	289
Grade 9	145	118	263
Grade 10	138	116	254
Grade 11	97	92	189
Grade 12	91	74	165
TOTAL	1888	1742	3630

SECTION II

REPORT OF PROJECT INTERVENTIONS

A. Communication Skills Development

B. Family Involvement

C. Cultural Enrichment

D. Tool Technology and Integrated Vocational Education

E. Non-Professional Aide Service

F. Teacher Education

A. Intervention: Communication Skills Development

1. Strategies - Activities

a. Twelve kindergarten classes in eight centers involving 204 children

b. Administration of pre- and post- Metropolitan Achievement Tests

c. Remedial reading instruction

d. Four Initial Teaching Alphabet (i.t.a.) classes

e. Cultural enrichment programs

f. New reading program for lowest achievers

2. Productivity

This year, as in the past, heavy emphasis has been placed upon communication skills development. Beginning at the kindergarten level and continuing through grade 12, improvement of communication skills has been stressed. Although there is no longer a speech teacher available to kindergarten pupils, the teachers have been most effective in using various methods and implementations to supplement this area of deficiency. For instance, tape recorders have been used by some of the teachers to let the children hear their own voices in story telling and singing; one teacher uses the autoharp to accompany the class in individual and group singing. Still others employ the use of filmstrip projectors and hand puppets that engage in conversation with the children. The puppets are simple to use and have proven to be an effective communications device according to the teachers who have practiced their use.

Special reading classes are now available to every school. The largest school, Livingston Elementary, has three such classes, Wilson has two and the remaining 10 schools each have one. Through the efforts of REIP, Title I, and a new Title III Reading project at Wilson, it appears that the reading program is very well established and favorable results in this area offer proof. There is now a full-time reading coordinator who supervises and coordinates the entire program. This lends further evidence to the fact that this program is here to stay.

The Initial Teaching Alphabet classes, although not expanded above last year's number of four, continue to provide a successful method of teaching reading to first graders. The i.t.a. method is used entirely in the first grade at Livingston Elementary and the principal and the four teachers are well pleased with the results that have been made. Even the parents have accepted the method to the degree that there is no doubt about its continuation long after REIP funds have been phased out. Hopefully, it will be expanded to include the second grade within the very near future. Teachers have already been trained and are available anytime. The only hindrance now is the extra money for textbooks and materials.

Several agencies outside the school have sponsored programs and contests which greatly enhance

communication skills development. The local Civic and Garden Club annually sponsors a poetry contest for both elementary and high school pupils. The Overton County 4-H Club promotes a speaking contest each year in which many school children participate. The Soil Conservation Service is vitally interested in the involvement of school children in their ecology education program. For the past two years this group has carried on a poster contest for the schools and a plaque has been awarded to the school with the highest percent participation. The Veterans of Foreign Wars have for the past four years sponsored a program in our high schools which promotes theme writing and public speaking. Students participating in this contest are eligible to compete for county, district, state and national prizes. Students are provided an opportunity to demonstrate prowess in handwriting, original poems and various forms of art in the county fair which is held annually. The Fair Board eagerly solicits student participation and rewards the winners generously with ribbons and cash prizes.

The results of such programs can be measured only as a part of the child's normal yearly gain. There is little doubt, however, that much of what the student is to have achieved from the time of the pre-test to the post-test must be attributed to the programs specified above.

In much the same manner the cultural enrichment

program has effected a positive change toward better communication skills development. The program has been designed to reach every child (K-12) with experiences previously unavailable to many. Here again there is no way to make a direct, formal measurement of such results; nevertheless, it may easily be speculated that whatever gains are made must be attributed, in part, to the enrichment program.

3. Major Strengths

   a. Reading program firmly established and expanding

   b. Kindergarten program available to all five year old children

   c. ITA method well accepted by teachers, parents and pupils

   d. Agencies outside the school showing much interest in helping implement programs

   e. Enrichment program providing many new experiences leading to improved communication skills

   f. Testing program established and providing increased help for teachers

4. Major Weaknesses

   a. Limited funds for materials and supplies

   b. Teacher cooperation sometimes poor

   c. Cultural, social and economical deprivation still predominant

5. Future Plans

   a. Continue a kindergarten program to serve all children who meet the age requirement

   b. Encourage increased participation of agencies outside the school

   c. Continue and expand i.t.a. classes to other schools

d. Expand the reading program to allow more time for class periods

e. Solicit outside help to maintain the cultural enrichment program.

B. Intervention: Family Involvement

1. Strategies - Activities

a. Adult Education classes operated in nine centers involving 132 adults

b. Re-designed PTA in one school to include students

c. Held open hearings for parents and interested citizens on prospective new high school

d. Enrichment programs in the schools made available to parents

e. Home visits made by the social worker

f. Newsletter sent to each home once during the year

g. Many schools hold "open house" or "parent's night" during the year

2. Productivity

As in previous years a variety of methods were used to encourage a greater amount of family participation in the educational program.

Possibly more parental interest has been shown this year than in the past because of prospective plans to build a new high school. Parents who had remained quiet in the past have stepped forth at PTA meetings, open hearings, etc., to voice opinions. Although disagreement sometimes prevailed, there definitely was participation.

Individual schools continued to host scheduled activities in which parents participated. Some used

the term "open house" while others called their function "parent's night." One school held their affair in the early evening to display a nature trail which the students had developed by working with the local Soil Conservationist. Another school changed their Parent-Teacher organization to include students; they called it the Parent-Teacher-Student Association (PTSA) and it has been successful in promoting greater attendance.

Adult education continues to be an important contributor to parental interest in schools. In addition to the subject matter taught the adult education teachers are in a strategic position. They have many opportunities to encourage involvement by effecting a positive point of view and relating the importance of the role the parents are to play in the school program. It is felt that situations such as this (those providing a direct contact between the parent and teacher) will eventually prove to be the key that unlocks the door between the home and school.

The enrichment program has been designed in such a way as to promote parental involvement. By making programs available to parents as well as students, teachers can establish new friends and gain solid parental support. When programs are presented or a field trip takes place, there is a relaxed atmosphere. Parents who are visiting see

their children at a time when they are enjoying themselves and having fun. Experiences of this nature provide the parent with a positive view of the school and the teachers, and promotes future participation and support.

The annual Bazaar at Livingston Elementary involves the cooperative efforts of many parents working with teachers and other school personnel. Parents are asked to donate various sorts of items ranging from home-made candy to handpieced quilts. The items are then sold on a given day and all proceeds are used for the purchase of library books for the school. This year's funds amounted to nearly $1,000. The project was managed completely by the PTA.

School-home ties were further strengthened and family involvement encouraged through teacher visitation to the home. The idea persists that if parents are to be persuaded to become more involved in the school program the initial effort must be exhibited by the teachers. In accordance with this belief, kindergarten teachers were allowed two days in-service time for home visitation. Almost 100 percent accomplishment was reported.

3. Major Strengths

a. Parental involvement growing annually

b. Supportive agencies of school ulitize parent advisory boards

c. Adult education programs well established

d. Teachers realizing need for parental aid

4. Major Weaknesses

a. Parents of deprived children more difficult to involve

b. Communications between home and school not clear

c. Negative attitudes difficult to change

5. Future Plans

a. Use all available media to communicate with parents

b. Continue programs that have been successful

C. Intervention: Cultural Enrichment

1. Strategies - Activities

a. All 7th and 8th graders attended "Tennessee USA" at Cumberland County Playhouse

b. "Little Red Riding Hood" presented for kindergarten by the Opera Theater and Workshop of Memphis State University

c. Two films presented for schools by the Jerry Lewis Cenima

d. Southern School Assemblies Programs presented in all schools

e. Field trips to State Capital by several groups

f. All schools participating in Overton County Fair

g. Poetry contest sponsored by Civic and Garden Club

h. Schools participated in 4-H Speech Contest

2. Productivity

A variety of programs and field trips were planned and carried out this year. Children from Overton County's schools were provided the opportunity to visit theaters, see dramatic theater productions,

participate in field trips of cultural interest and enjoy enrichment programs that were brought to the schools and performed by professional actors and actresses.

All members of the 7th and 8th grade classes were provided tickets and transportation to the Cumberland County Playhouse in Crossville, Tennessee to see Paul Crabtree's famous musical production "Tennessee USA." This play afforded an excellent opportunity for the children to learn about the history of the State of Tennessee while being exposed to the modern day theater.

Just before Christmas arrangements were made with the manager of the new Jerry Lewis Cinema to secure a special film for showing as a "Christmas present" for the children. The film played for three days and every school-age child who attended was admitted free. A second film was shown after Christmas and again the children were admitted free. This film entitle "Cromwell" was educationally oriented and information packets with background materials was given to teachers prior to the showing so that more interest could be stirred. The children thoroughly enjoyed the movies.

Wilson school auditorium provided the site for a re-creation of the Grimm Brothers' famous fairy classic "Hansel and Gretel." The program was presented by the Vagabond Marionettes of Atlanta,

Georgia and utilized both marionettes and live actors. All kindergarten classes were bussed to Wilson to see the program. Lunch was served to the visiting kindergarteners in the cafeteria adding another dimension to the trip. The children from Pleasant Valley (one of the more economic and culturally deprived schools) also attended the program.

The kindergarten classes, along with the entire student body of Livingston Elementary school, were treated to a presentation of "Little Red Riding Hood." This program, a one act children's opera, was sponsored by the Tennessee Arts Commission and REIP and was presented by the Opera Theater and Workshop from Memphis State University. Almost 1000 children and many adults attended the two showings at Livingston Elementary school.

The Southern School Assemblies Agency provided at least one program for every school. Three schools took the entire package of eight shows which were presented monthly. Parents were invited and many attended the programs when they were presented in the schools.

Several schools, especially graduating eighth grade classes, took enrichment trips to Nashville. Many of these were sponsored by REIP. This year Mr. Upton's Building Trades classes visited a Technical School in Nashville and concluded with an enrichment tour. This group was later treated to a

banquet to celebrate the completion of their third house.

The enrichment program has steadily grown since the inception of REIP and is becoming more and more an important part of our curriculum.

3. Major Strengths

   a. Affords experiences not otherwise available to children and parents

   b. Adds a new dimension to the curriculum offered by the schools

   c. Encourages the development of natural talent inherent in most young people

   d. Provides a source of entertainment for children whose lives are otherwise "drab and colorless"

   e. Other agencies providing financial aid

4. Major Weaknesses

   a. Limited funds available to provide programs for all

   b. "Quality" programs expensive and difficult to secure

   c. Aesthetic values not important to many

   d. No available method to measure results of program

5. Future Plans

   a. Encourage individual schools to take the initiative in planning enrichment programs

   b. Solicit greater utilization of "outside" sources for financial backing

   c. Establish more firmly cultural enrichment as a definite part of the curriculum

D. Intervention: Integrated Vocational Education (Building Trades)

1. Strategies - Activities

a. Remodeled the shop and former schoolhouse converting it to a dwelling house

b. Secured a furniture van and made a portable shop for the tools

c. Provided the class with experiences in all phases of house construction

d. Joined National Vocational Club - Vocational Industrial Clubs of America

e. Direct pupil-instructor relationship made available additional counseling

2. Productivity

A new dimension was added to building trades this year. In the past, new houses had been constructed. But this year, instead of building a new house, it was decided that the shop would be converted to a house suitable for dwelling purposes. The building had formerly been a schoolhouse and the remodeling process was no small task. However, the class got the project underway and before the school year was finished the building had been completely remodeled and the property sold. Many feel that remodeling an old building is more difficult than constructing a new house. By having had the experience in this project it is felt that the boys actually gained a wider variety of experiences than if a new house had been constructed.

A second project was also completed this year. A 40-foot furniture trailer van was designed and equipped to serve as a portable shop. When the old shop became a house there was no place to store

tools belonging to the building trades class. Mr. Upton came up with the idea of using a trailer van for storage. After shopping around for awhile, a 40-foot used furniture van was located and bought. The class went to work and when they were finished the trailer was complete with lights, electric heat, storage racks and cabinets; even a new paint job. Most of this cost nothing because "scrap" parts from the old building were used. The class now has a shop that can be moved from one location to another as houses are built and sold.

One of the highlights of the year came when the class attended a state meeting of VICA in Nashville. Contests were held in various phases of building trades including bricklaying, carpentry, welding, etc. Although none of our class competed in the contests, much interest was aroused and plans for entering the contests next year are presently being discussed.

Some work was done on the property where the house will be constructed next year. Several days were spent cutting brush and weeds. Much has been done to encourage the mayor to extend the city water lines to the site; hopefully this will be done during the summer so that construction can begin shortly after schools open.

3. Major Strengths

a. Practical experience gained through the remodeling process

b. Increased interest in vocational occupations and building trades

c. Financial resources growing

d. Efforts resulting in community improvement

e. A source of training for non-college students

f. Community interest keen and help available

4. Major Weaknesses

a. Difficulty in scheduling long class periods

b. Pupil-teacher ratio too high

c. No time available for teacher to plan work

d. Transportation off campus bothersome

e. Need services of teacher aide

5. Future Plans

a. Begin two houses next fall

b. Obtain aide services for the instructor

c. Design program to become fully self-supporting

E. Intervention: Non-Professional Aide Service

1. Strategies - Activities

a. Aide services available in all schools

b. Aides gain experience working in schools while attending college part-time

c. Help provide for teachers and principals with exceptionally heavy teaching loads

d. Talents and skills of para-professionals utilized to supplement those of teachers

2. Productivity

Efficient aide service is becoming more and more a vital part of the educational program. Through the cooperative efforts of REIP, Title I and the Career

Opportunities Program each school has been provided with one or more of these valuable people. A majority of the 28 aides presently are enrolled in the teacher education program at TTU. The course work that they are taking, plus the practical experience they are gaining from daily work in the classroom leads to the belief that very soon now a new "crop" of teachers will become available. When these people are graduated and become certified teachers, they should be the most highly qualified group of beginning teachers ever hired by the Overton County Board of Education.

Two former aides have already completed their college work and are now employed as classroom teachers. This serves to act as a source of motivation to other aides who are working toward college degrees.

3. Major Strengths

   a. Classroom experience helps in college course work

   b. Quality of aides employed extremely high

   c. Aides completing college work and moving into teaching positions

   d. Programs well accepted by teachers, students and parents

4. Major Weaknesses

   a. Lattices for development not clearly outlined

   b. More classroom duties need to be assigned

   c. Aide talents not fully utilized

5. Future Plans

   a. Design lattices for systematic development

b. Arrange to give aides more time in the classroom

c. Seek additional sources of funding

F. Intervention: Teacher Education

1. Strategies - Activities

a. Afforded many the opportunity for further academic education

b. Provided consultants for in-service education

c. Arranged opportunities for administrators, teachers and aides to attend workshops, conferences and meetings pertinent to educational advancement

d. Sponsor informative meetings for principals and teachers relating to special services and programs

e. Promoted visitation to schools involving county court members, board of education members, REIP governing board and special consultants

2. Productivity

An additional grant of $10,000 from the Noyes Foundation for teacher education has resulted in a variety of valuable experiences for teachers of Overton County. Funds have been expended for college courses to raise certification levels of several teachers. In-service education and special consultant services have been one of the primary goals for improvement.

A tightening of State certification standards has had a favorable effect upon the teachers. As a result of the passing of new state laws, most of those presently teaching kindergarten have the required K-3 endorsment. Those who do not presently have this endorsement will have met such requirements

by the time school opens next fall. Then, for the first time since its inception, we will have a fully certified teacher in every kindergarten class in the county. The Noyes Foundation grant has played a large part in raising the certification status of these teachers.

This year, something new was initiated into the teacher education program. Members of the Overton County Court, the Board of Education, the REIP Governing Board and several special consultants spent two days visiting in the schools. A school bus was used to transport the visitors from school to school. This provided for them the opportunity to experience riding the bus routes the children travel daily, 175 days per year. It also afforded time for interaction among the groups and proved to be invaluable communications device. In the schools teachers, principles and other school personnel communicated freely with court members, board members and the consultants. The visits ended with a general consensus that much had been done to establish rapport between all groups and individuals involved.

The funds provided by the Noyes Foundation and the nearby location of a state university (Tennessee Technological University is only 20 miles from Livingston) leave little room for doubt that teacher qualifications have and will continue to increase, and with this increase in teacher qualifications there

is little doubt that the quality of education available to Overton County children will be much higher in the future than it has been in the past.

3. Major Strengths

   a. Educational level of teachers rapidly increasing

   b. Teacher preparation programs greatly enhanced

   c. Varied experiences provided to expose teachers to different educational systems

   d. Better communication lines established between teachers and governing agencies

   e. Needs of teachers better understood by administrators

   f. Quality of education rapidly improving as a result of more meaningful in-service education program

4. Major Weaknesses

   a. Limited funds available to provide needed consultants and experiences

   b. Attitudes of teachers difficult to change

   c. Mediocre salary schedule keeps teacher morale low

5. Future Plans

   a. New "point system" for in-service being studied and planned

   b. Search for new sources of revenue to promote teacher education

   c. Continue present teacher aide program and expand if possible

SECTION III

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT - A VERBAL AND GRAPHICAL PRESENTATION OF PRE- AND POST-TESTING IN COMMUNICATION AND COMPUTATION SKILL DEVELOPMENT (K-3)

The graphs presented in Figures 1 through 23 reveal the change in pupil achievement in the respective areas and levels indicated between pre- and post-testing periods, 1971 and 1972, based on the appropriate forms of the Metropolitan Achievement Tests: kindergarten: Metropolitan Readiness Tests, Forms A and B; first grade: Primary I Battery, Forms G and F; grade 2: Primary II Battery, Forms G and F; and third grade: Elementary Forms G and F.

The achievement areas include Readiness (kindergarten); Word Knowledge, Word Analysis; and Mathematics (first and second grades); and Word Knowledge, Word Analysis, Reading, Spelling, and Mathematics (third grade).

In the verbal report the percentages given for each of the areas in each grade were derived from the 1972 Metropolitan Achievement Test findings. They are based on pupil percentages at the 4, 5, and 6, and 7, 8, and 9 stanine levels and presented in the respective graphs by means of unbroken lines in Figure 1 through 23.

Readiness (Kindergarten--184 Pupils)

Eighty-seven per cent (135) of the 184 kindergarten pupils appeared at and above the average level. This 87 percent definitely exceeds the 77 per cent normally expected at the average and above average levels.

Reading Achievement - Word Knowledge
(Grade I - ITA* and TA**)

Ninty-two per cent of the 107 ITA-taught first-grade

*ITA - Initial Teaching Alphabet

**TA - Traditional Alphabet

pupils (99) appeared at and above the average stanine levels at the time of transition when they responded to the Word Knowledge subtest of the Metropolitan Achievement Tests: Primary I Battery, Forms A, written in ITA as compared with 80 per cent (85) of the same group that responded about the same time to Form G of the same test written in TA and were found to appear at the average and above average levels.

Reading Achievement: Word Discrimination (Grade I - ITA and TA)

Ninty-five per cent (100) of the 107 ITA-taught first-grade pupils appeared at and above the average stanine levels at the time of transition when they responded to the Word Discrimination subtest of the Primary I Battery, Form A, written in ITA, as compared with 91 per cent (79) of the same group found at these levels on the TA-written Form F of the same test.

Reading Achievement: General Reading (Grade 1 - ITA and TA)

Seventy-nine per cent (77) of the 107 ITA taught first-grade pupils appeared at and above the average levels on the ITA-written Primary I Battery, Form A, which they took at the time of transition as compared with 77 per cent (79) of the same group that reached these levels on the traditional Primary I Battery, Form F.

Mathematics: Total Mathematics (Grade I: ITA and TA)

Eighty-two per cent (88) of the 107 ITA-taught first-grade pupils appeared at or above the average stanine levels at the time of transition when they responded to the Mathematics subtest of the ITA-written Primary I Battery, Form A. Seventy-four per cent (78) reached these levels when they responded to the TA-written, Form F, of the same test.

SUMMARY

(Grade 1: ITA versus Ta)

The 107 ITA-taught first-grade pupils did better at the time of transition on the ITA-written Metro test but, on the TA-written form, they also appeared fairly well on each of the four subtests when compared with the normally expected 77 per cent.

Reading Achievement: Word Knowledge
(Grade 1: TA - 276 Pupils)

Only 68 per cent (189) of the 276 pupils in the first grade appeared at or above the average stanine levels in Word Knowledge.

Reading Achievement: Word Discrimination
(Grade 1: TA - 276 Pupils)

Only 69 per cent (192) of the 276 pupils in the first-grade appeared at or above the average stanine levels in Word Discrimination.

Reading Achievement: Reading
(Grade 1: TA - 276 Pupils)

Eighty-two per cent (225) of the 276 pupils in the first-grade were found at the average or above average level in Reading.

Reading Achievement: Total Reading
(Grade 1: TA - 276 Pupils)

Seventy-six per cent (208) of the first-grade pupils reached the average or above average level in Total Reading, and thus missed the normally expected 77 per cent by only one point.

Mathematics: Total Mathematics
(Grade 1: TA - 276 Pupils)

Seventy-three per cent (201) of the total 276 pupils in first grade appeared at or above the average level in Total Mathematics.

SUMMARY

(Grade 1: TA 276 Pupils)

The 276 first-grade pupils in Overton County, Tennessee, schools, 1971-72 showed a better than normally expected level of achievement in only one of the five Primary I Battery subtest - Reading. In Total Reading, they missed the expected 77 per cent level by only one point.

Reading Achievement: Word Knowledge
(Grade 2 - 232 Pupils)

Eighty-three per cent (146) second-grade pupils, in the total 232, achieved well enough to appear at or above the average level in Word Knowledge.

Reading Achievement: Word Discrimination
(Grade 2 - 232 Pupils)

Only 67 per cent (157) of the total 276 second graders were able to appear at or above the average level in Word Discrimination.

Reading Achievement: Reading
(Grade 2 - 232 Pupils)

In Reading, 69 per cent (160) of the second-grade pupils appeared at or above the average level.

Reading Achievement: Total Reading
(Grade 2 - 232 Pupils)

Only 66 per cent (154) of the pupils in the second grade achieved at or above the average level in Total Reading.

Mathematics: Total Mathematics
(Grade 2 - 232 Pupils)

Sixty-six per cent (150) of the second graders also appeared at and above the average level in Total Mathematics.

SUMMARY

The 232 second-grade pupils, in the total of five areas tested, managed only in reading to appear at or above the average level.

Reading Achievement: Word Knowledge
(Grade 3 - 247 Pupils)

Seventy-eight per cent of the third graders (193), which is one point above the normally expected, appeared at or above the average level in Word Knowledge.

Reading Achievement: Reading
(Grade 3 - 247 Pupils)

Only 72 per cent (177) of the total group of 247 third-grade pupils appeared at or above the average level in Reading.

Reading Achievement: Total Reading
(Grade 3 - 247 Pupils)

Seventy per cent (180) of the third graders appeared at or above the average level in Total Reading.

Reading Achievement: Spelling
(Grade 3 - 247 Pupils)

Seventy-four per cent (185) of the total group of 247 pupils in third grade appeared at or above the average level in Spelling.

Mathematics: Computation
(Grade 3 - 247 Pupils)

Seventy-seven per cent (190) of the third grade children reached the at or above average level in Mathematics: Computation.

Mathematics: Concepts and Skills
(Grade 3 - 247 Pupils)

Only 74 per cent (187) of the 247 pupils in the third grade reached the average or above average level in Mathematics: Concepts and Skills.

Mathematics: Problem Solving
(Grade 3 - 247 Pupils)

Only 72 per cent (177) of the 276 third graders appeared at or above the average level in Mathematics: Problem Solving.

Mathematics: Total Mathematics
(Grade 3 - 247 Pupils)

Seventy-six per cent (188) of the children, almost the normally expected number, reached the at or above average level in Total Mathematics.

SUMMARY

(Grade 3 - 247 Pupils)

The 247 pupils in third grade appeared at or above the average level in only two of the subtest areas: 78 per cent (193) reached this level in Word Knowledge and 77 per cent (190) reached it in Mathematics: Computation.

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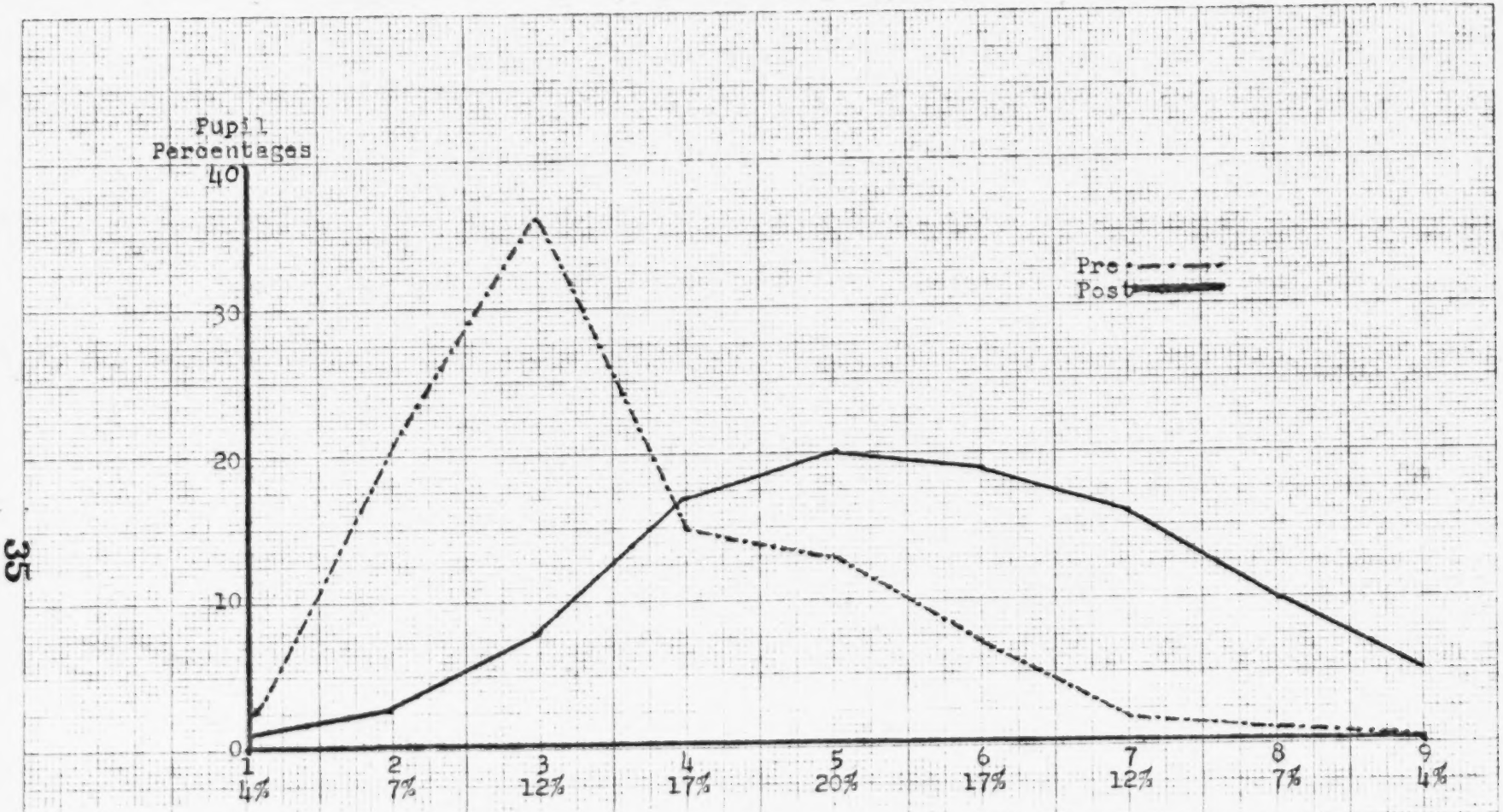

Fig.1.--Imrpovement shown by 184 kindergarten pupils in Overton County, Tennessee, schools, 1971-72 based on pre- and post- total-test scores made on the Metropolitan Readiness Test, Forms A and B, and reported by differences in pupil percentages at each of the nine stanine levels.

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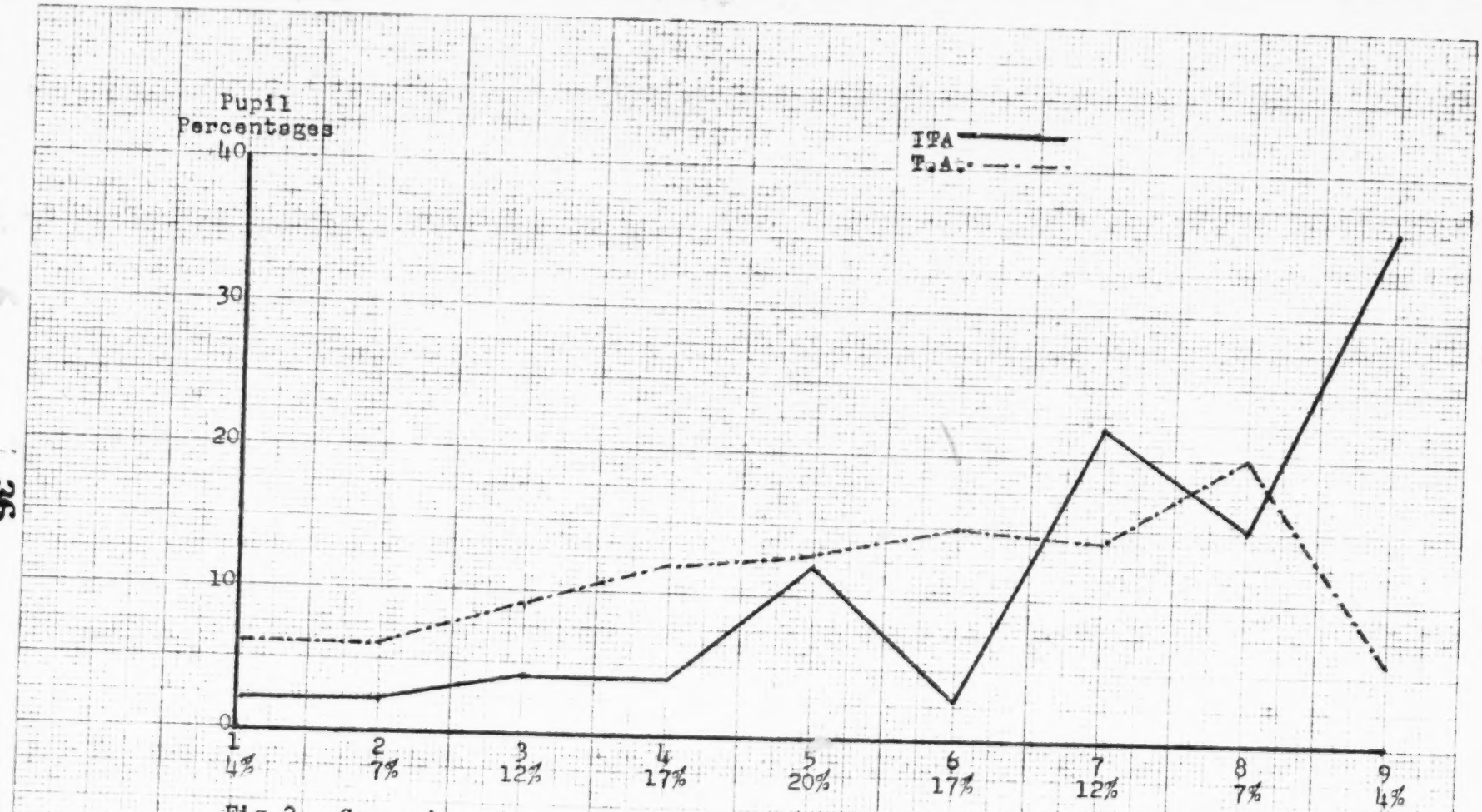

Fig. 2.--Comparison of raw scores made in Word Knowledge by 107 ITA-taught first-grade pupils in Livingston Elementary School, spring, 1972, on the Metropolitan Achievement Tests: Primary I Battery, Form A in initial teaching alphabet and Form F in traditional alphabet.

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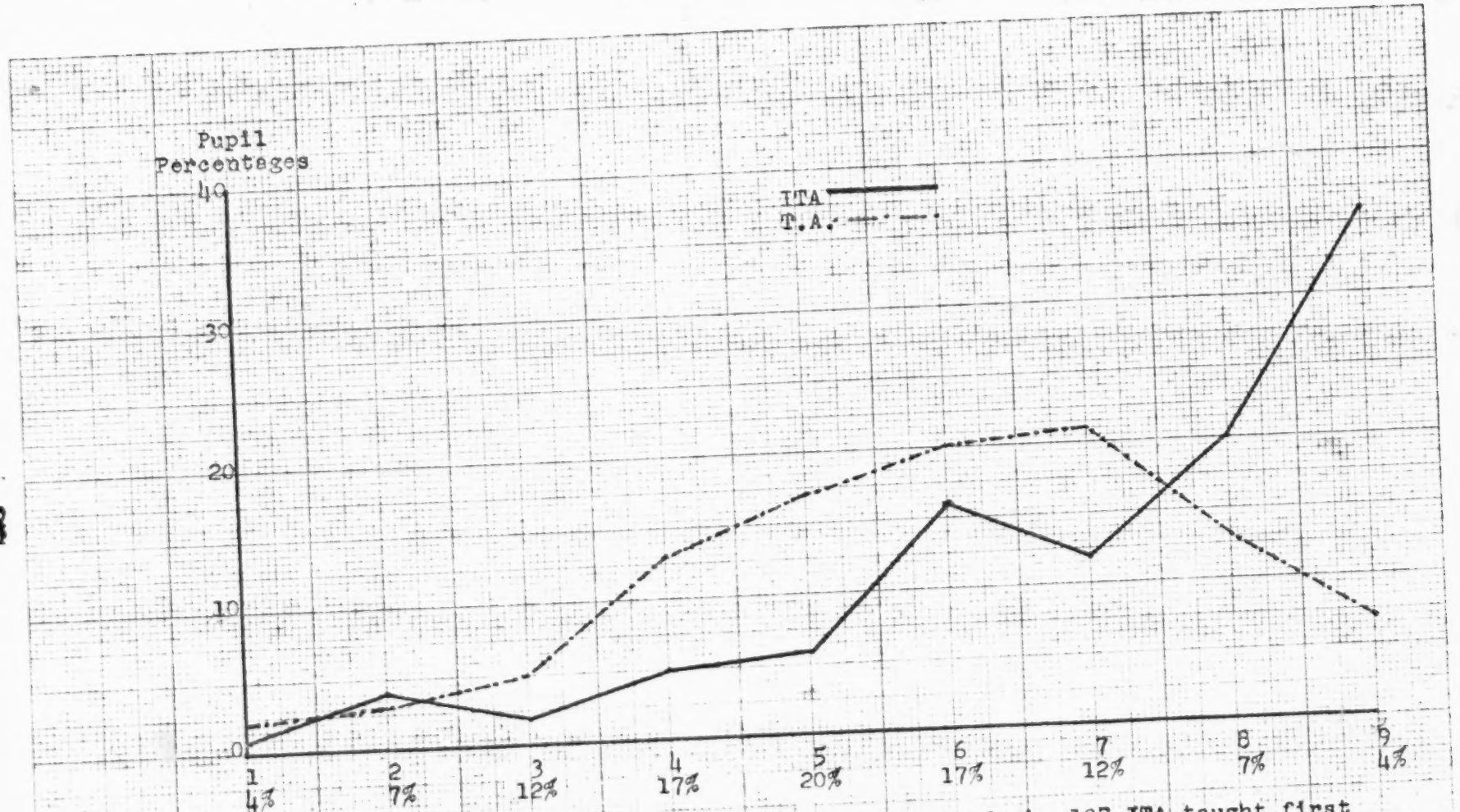

Fig.3.--Comparison of raw scores made in Word Analysis by 107 ITA-taught first grade pupils in Livingston Elementary School, spring, 1972, on the Metropolitan Achievement Tests: Primary I Battery, Form A in initial teaching alphabet and Form F in traditional alphabet.

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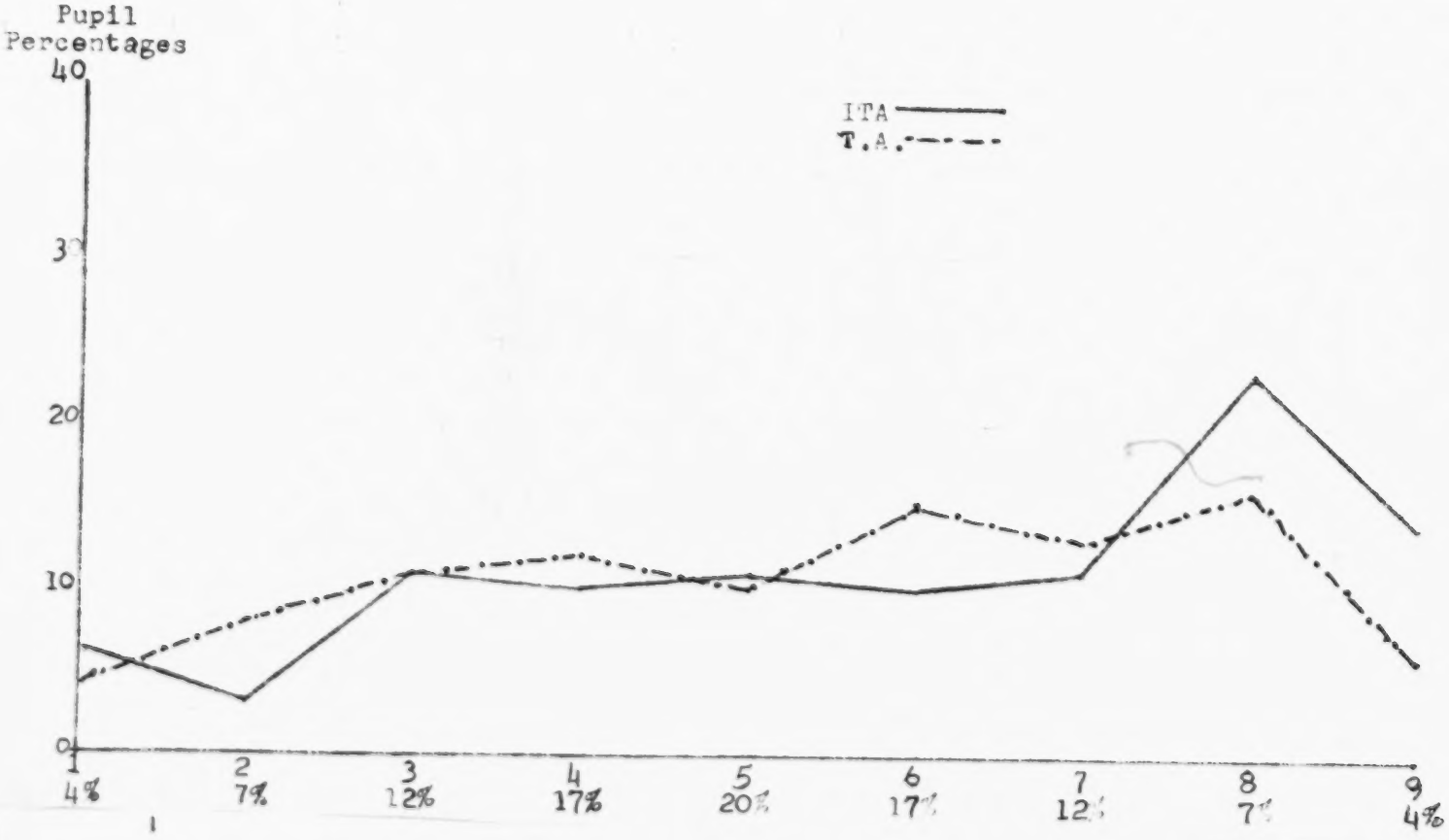

Fig.4.--Comparison of raw scores made in Reading by 107 ITA-taught first-grade pupils in Livingston Elementary School, spring 1972, on the Metropolitan Achievement Tests: Primary I Battery, Form A in initial teaching alphabet and Form F in Traditional alphabet.

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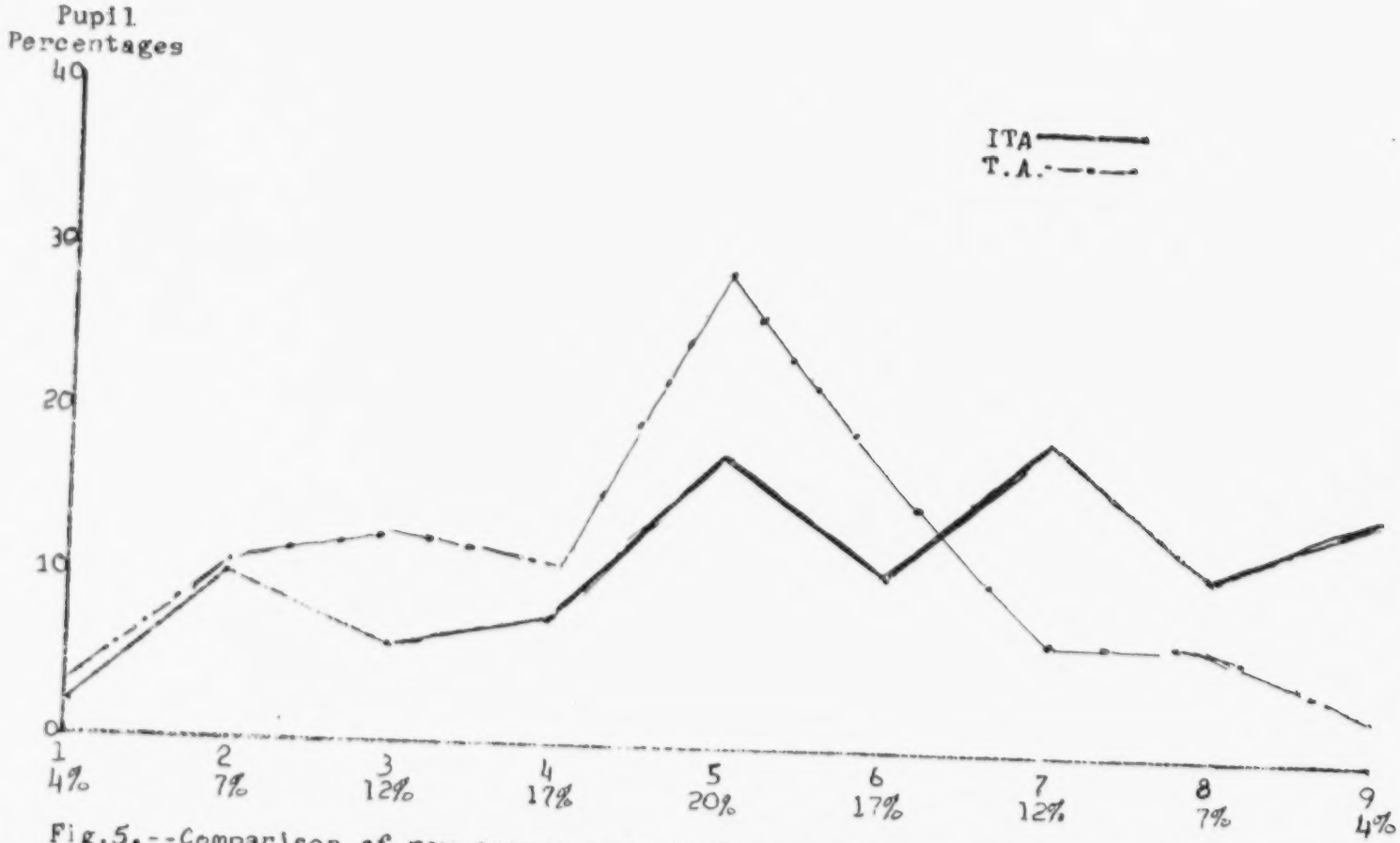

Fig.5.--Comparison of raw scores made in Mathematics: Concepts by 90 ITA-taught first-grade pupils in Livingston Elementary School, spring 1972, on the Metropolitan Achievement Tests: Primary I Battery, Form A in initial teaching alphabet and Form F in traditional alphabet.

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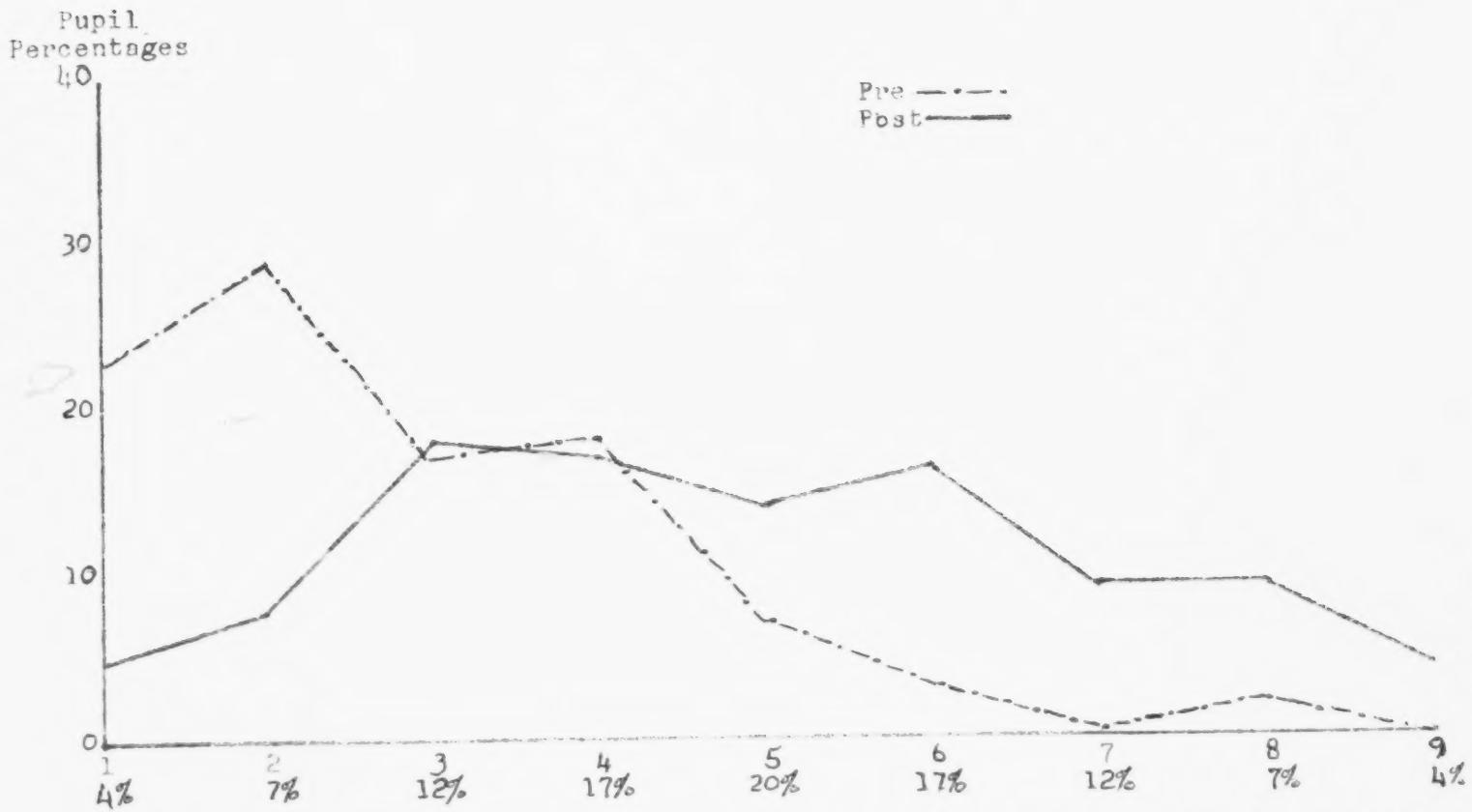

Fig.6.--Improvement in Word Knowledge made by 276 first grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Primary I Battery, Forms F and G, and reported by differences in pupil percentages at each of the nine stanine levels.

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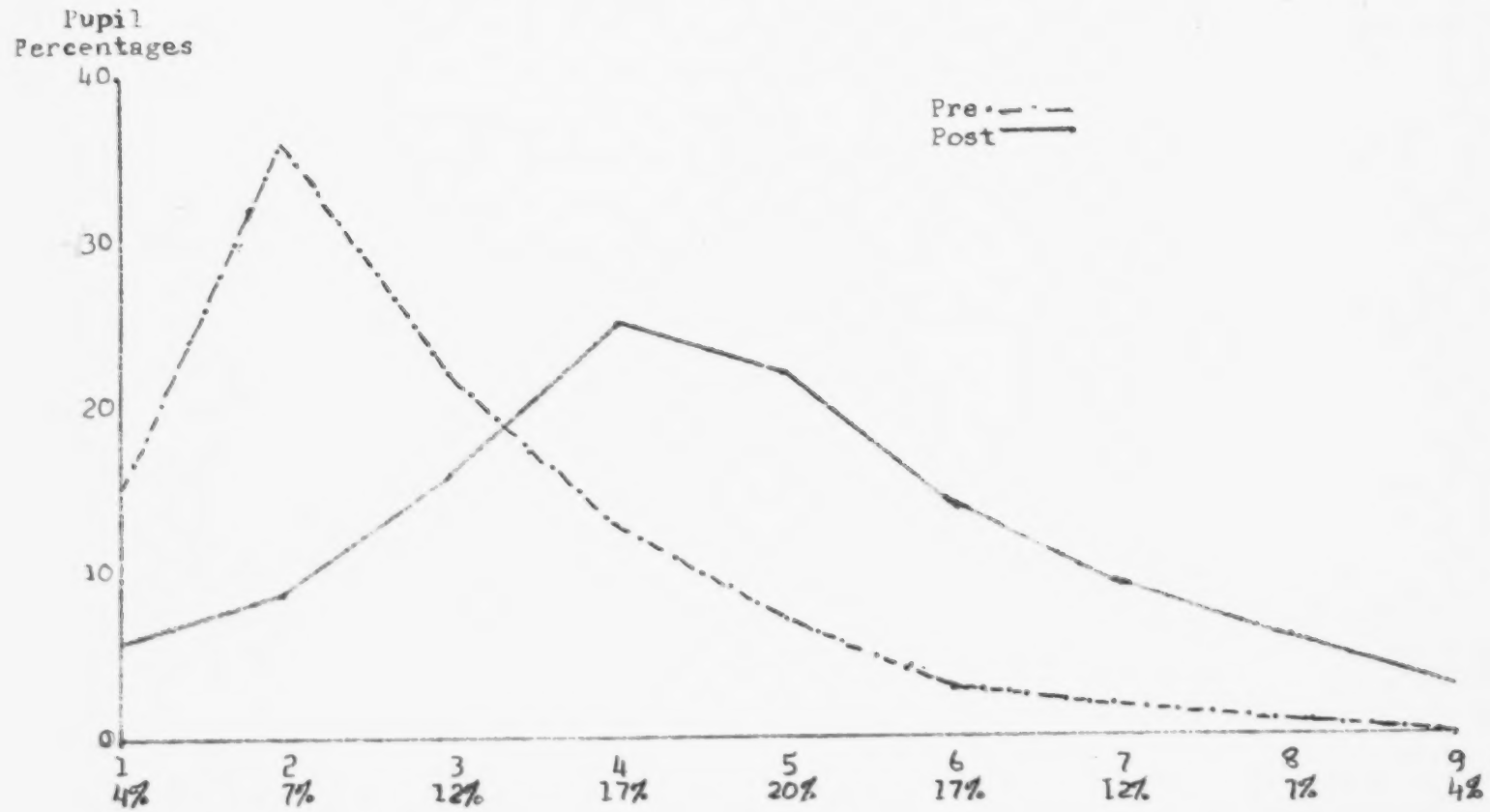

Fig. 7.--Improvement in Word Analysis made by 276 first-grade pupils in Overton County, Tennessee, schools, 1971-1972, based on differences in pre- and post- subtest scores in Word Analysis on the Metropolitan Achievement Tests: Primary I Battery, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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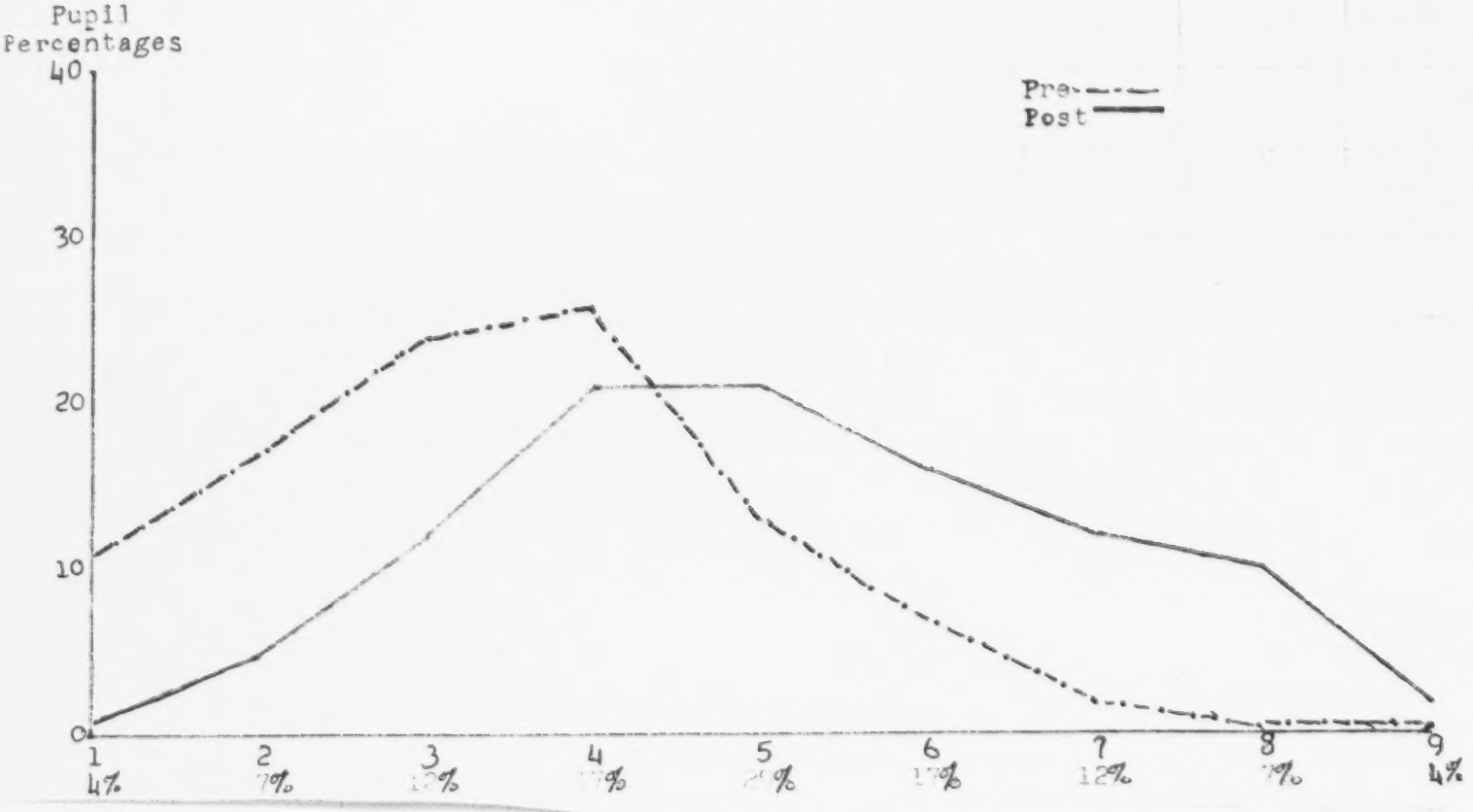

Fig.8.--Improvement in Reading made by 276 first-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre-and post- subtest scores in Reading made on the Metropolitan Achievement Tests: Primary I Battery, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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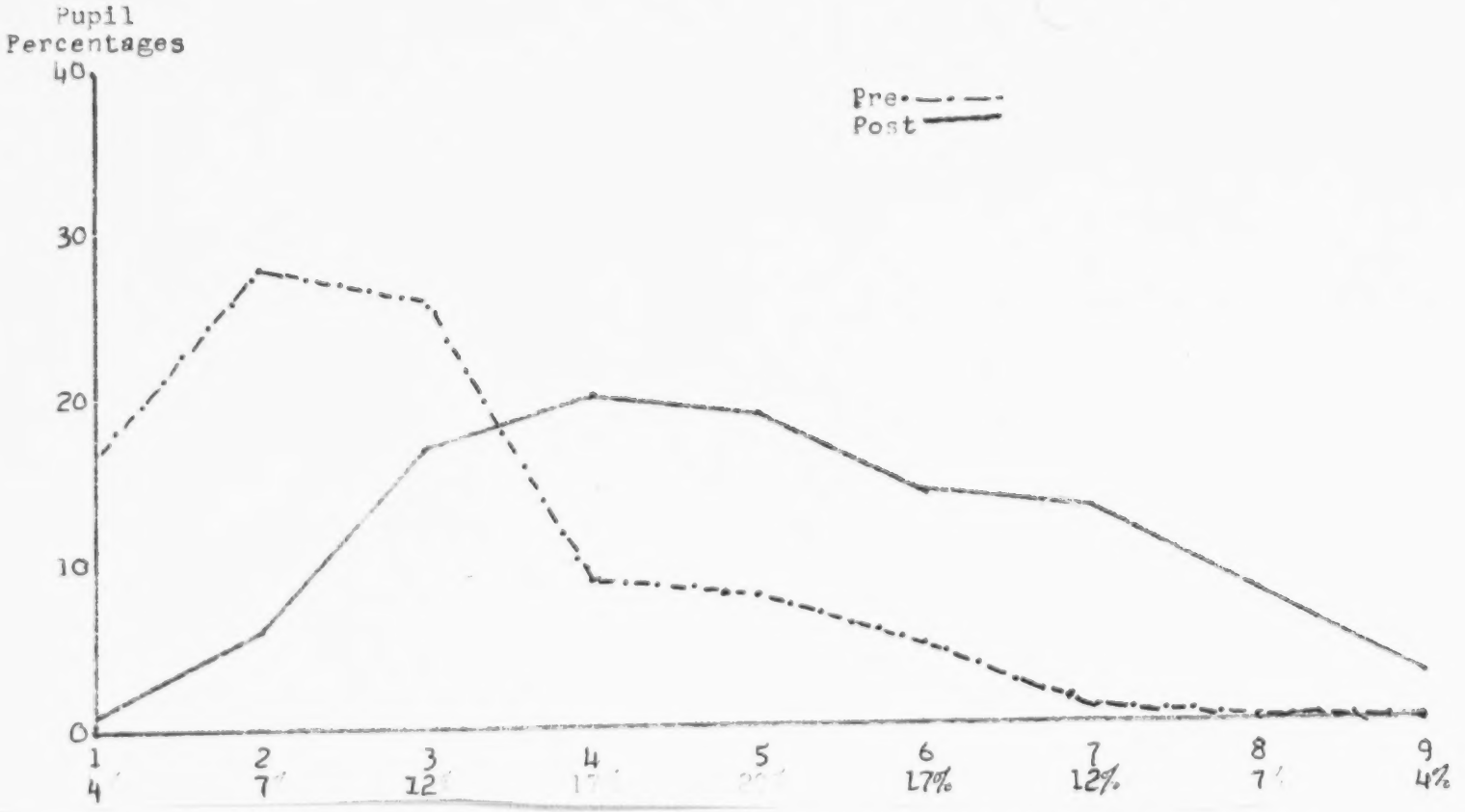

Fig.9.--Improvement in Total Reading (sentences and stories) made by 276 first-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Total Reading made on the Metropolitan Achievement Tests: Primary I Battery, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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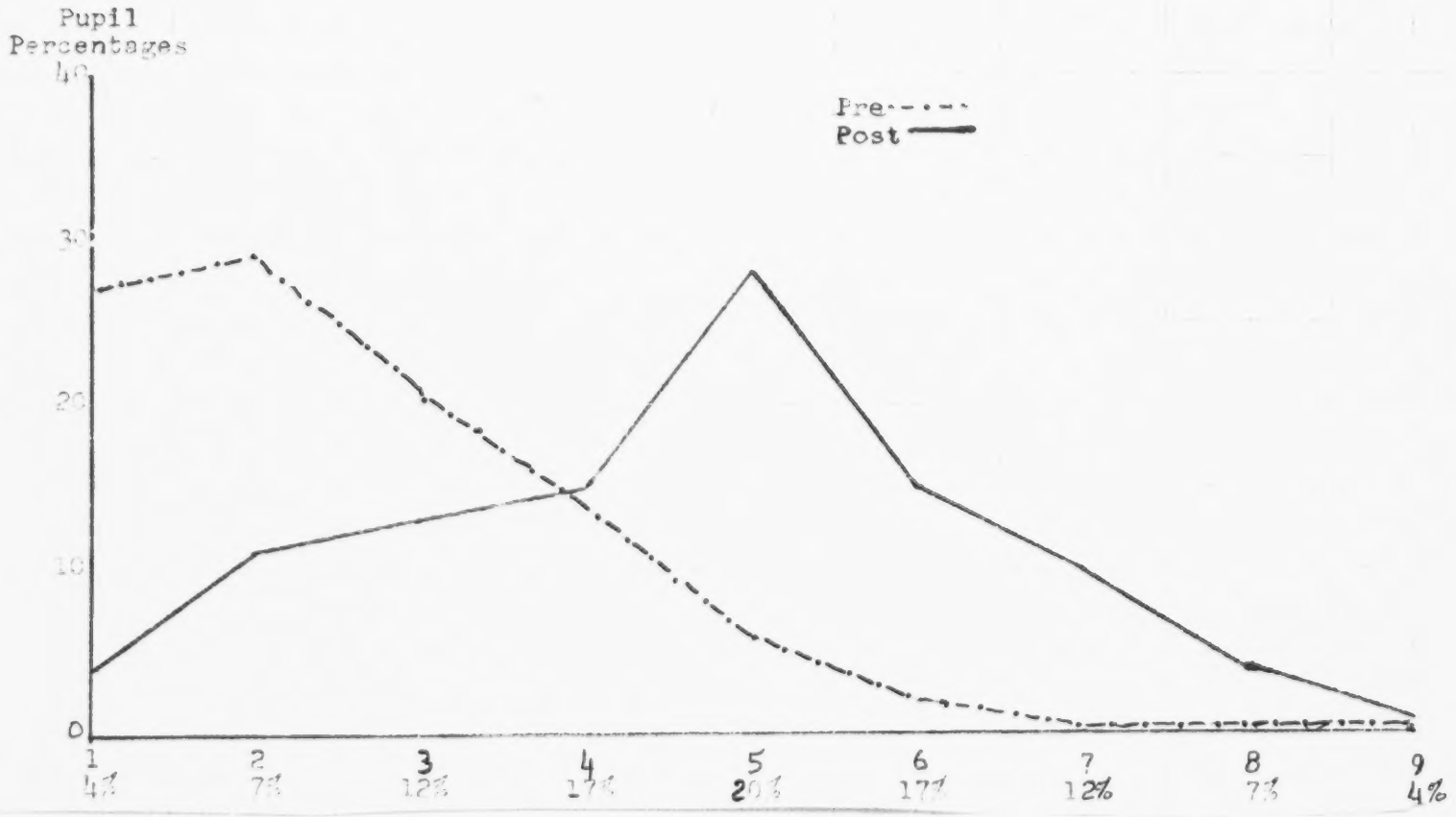

Fig.10.--Improvement in Mathematics: Concepts and Computation made by 276 first-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Mathematics: Computation and Concepts, on the Metropolitan Achievement Tests: Primary I Battery, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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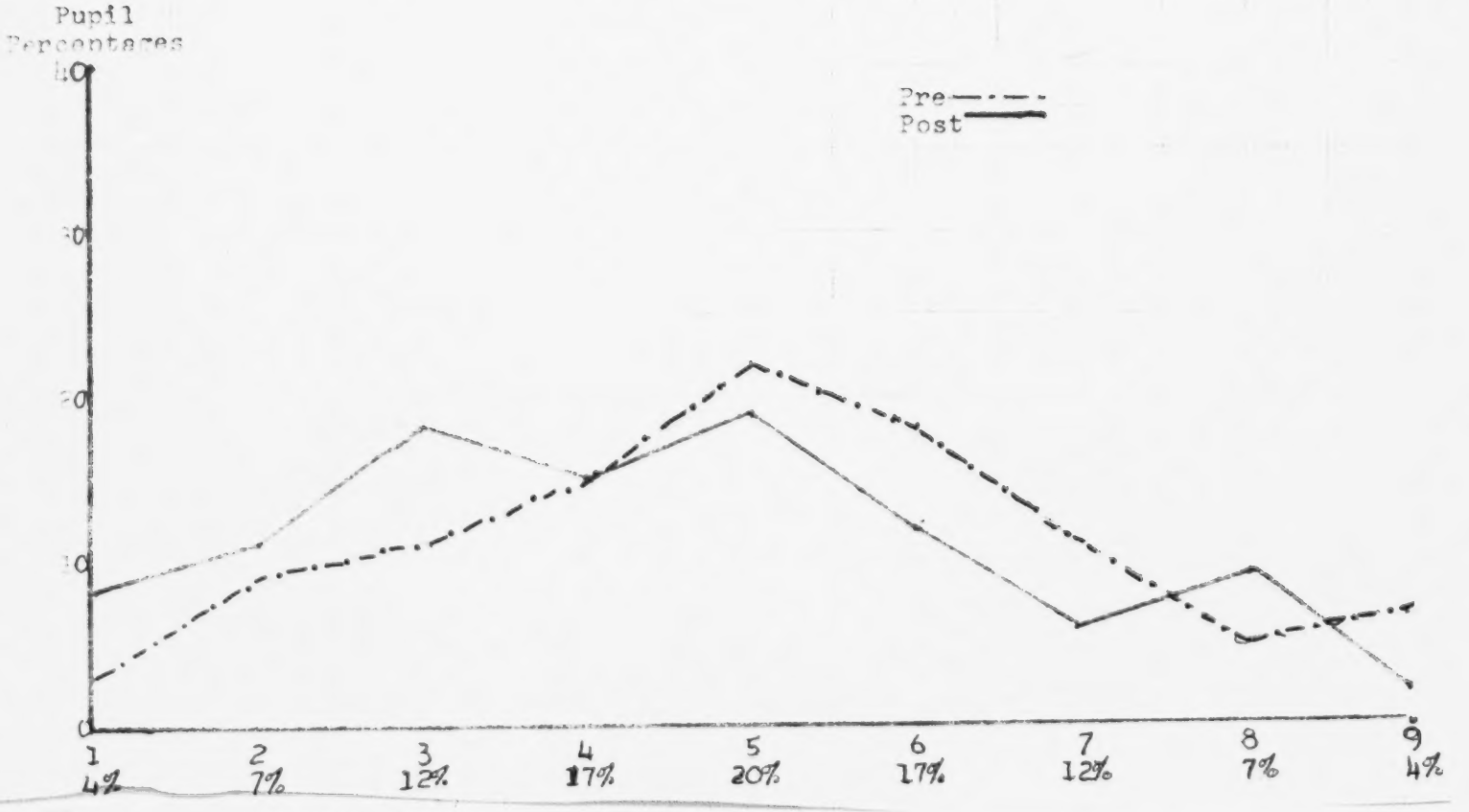

Fig.11.--Improvement in Word Knowledge shown by 232 second-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Primary I and II Batteries, Form G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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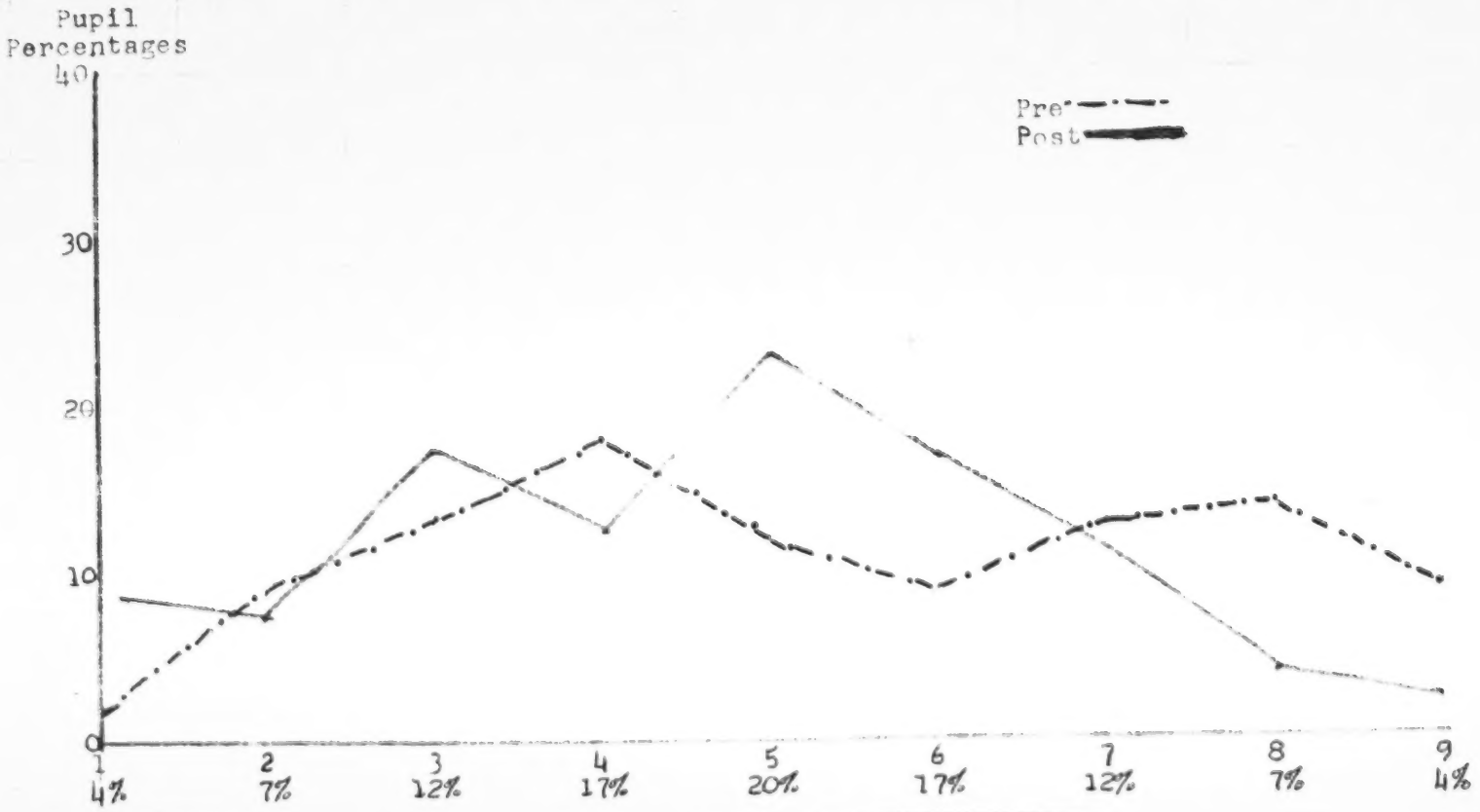

Fig.12.--Improvement in Word Analysis shown by 232 second-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Word Analysis made on the Metropolitan Achievement Tests: Primary I and II Batteries, Form G and Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

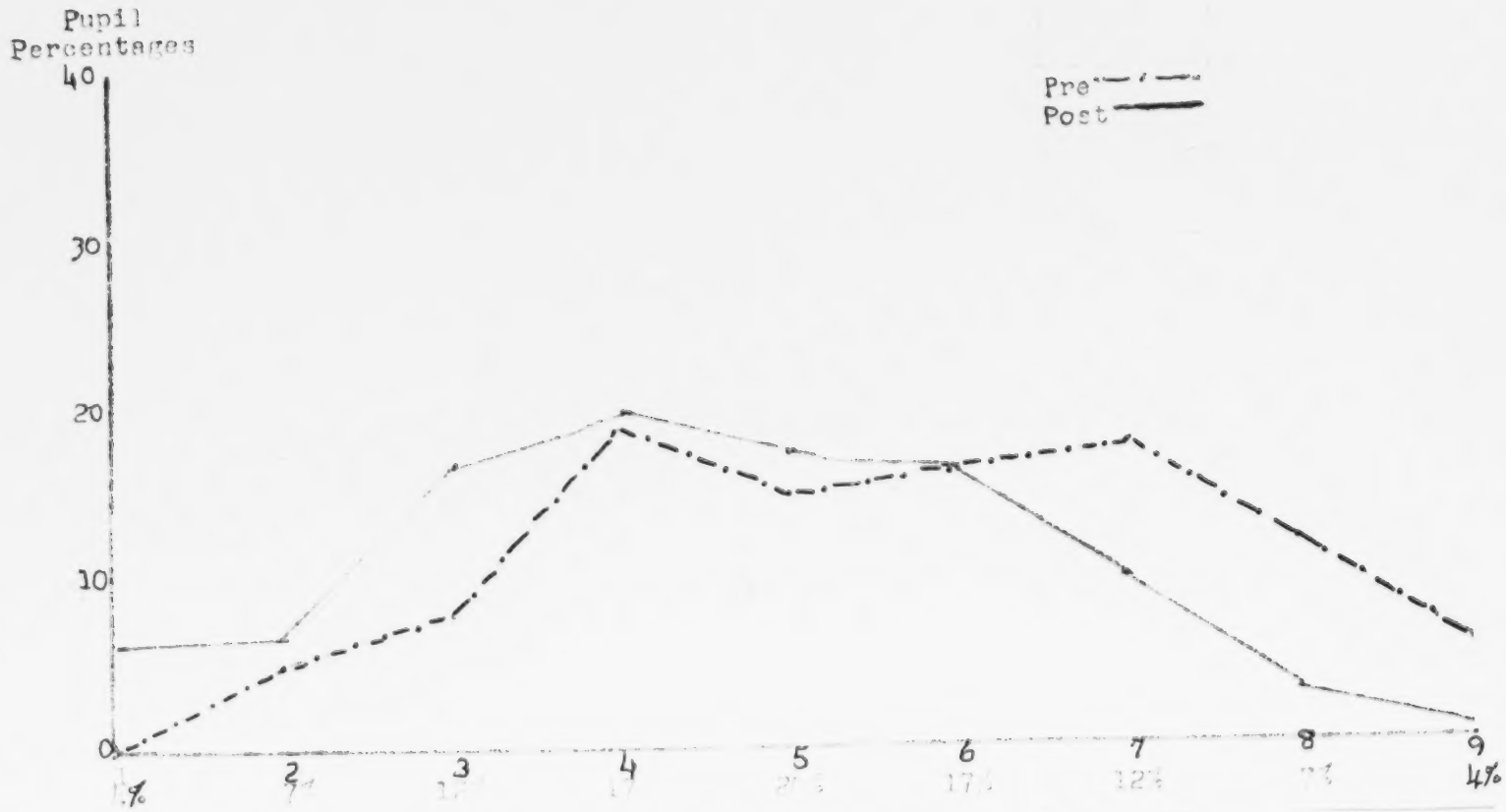

Fig.13.--Improvement in Reading shown by 232 second-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Reading made on the Metropolitan Achievement Tests: Primary I and II Batteries, Form G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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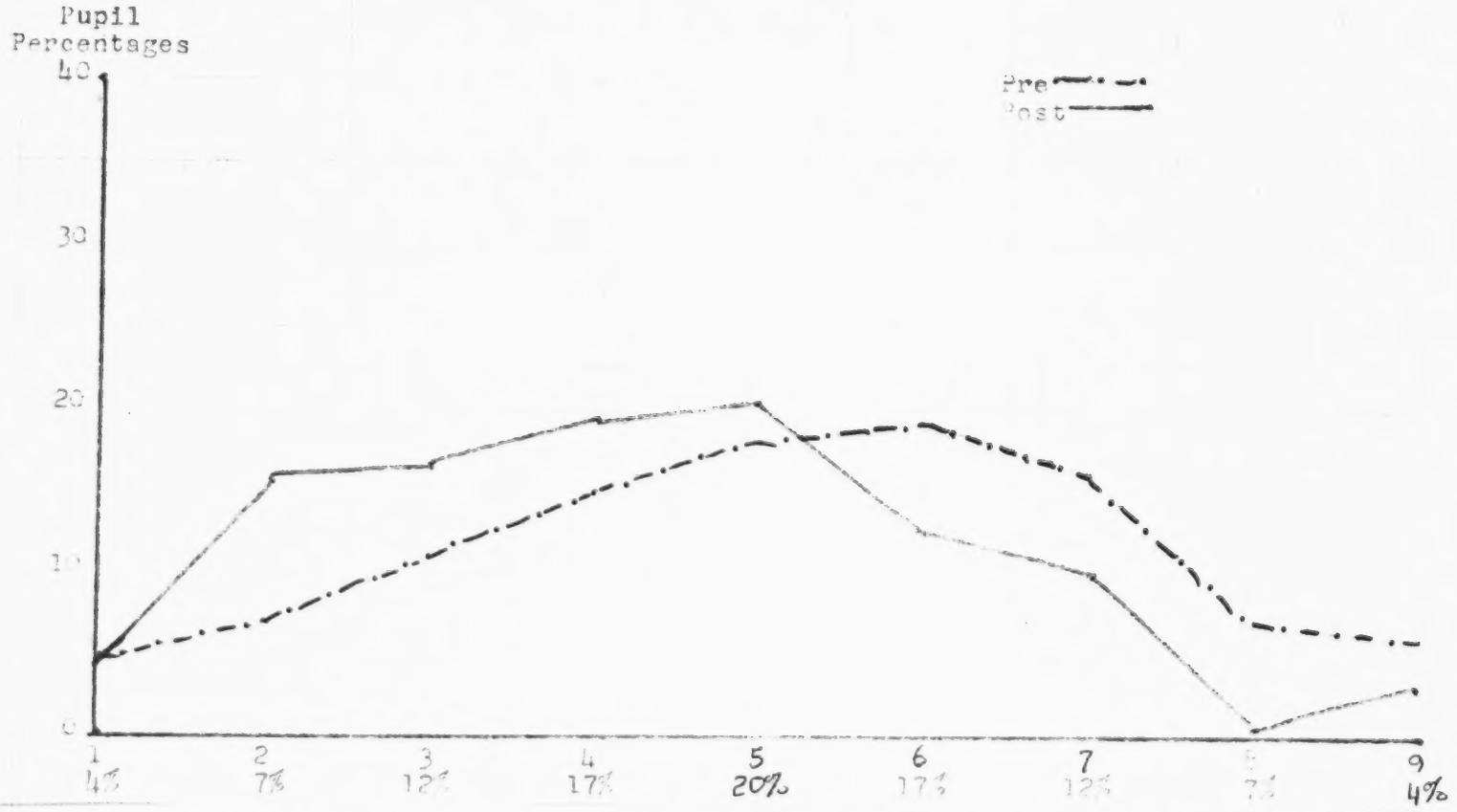

Fig.14.--Improvement in Total Reading shown by 232 second-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Total Reading made on the Metropolitan Achievement Tests: Primary I and II Batteries, Forms G and Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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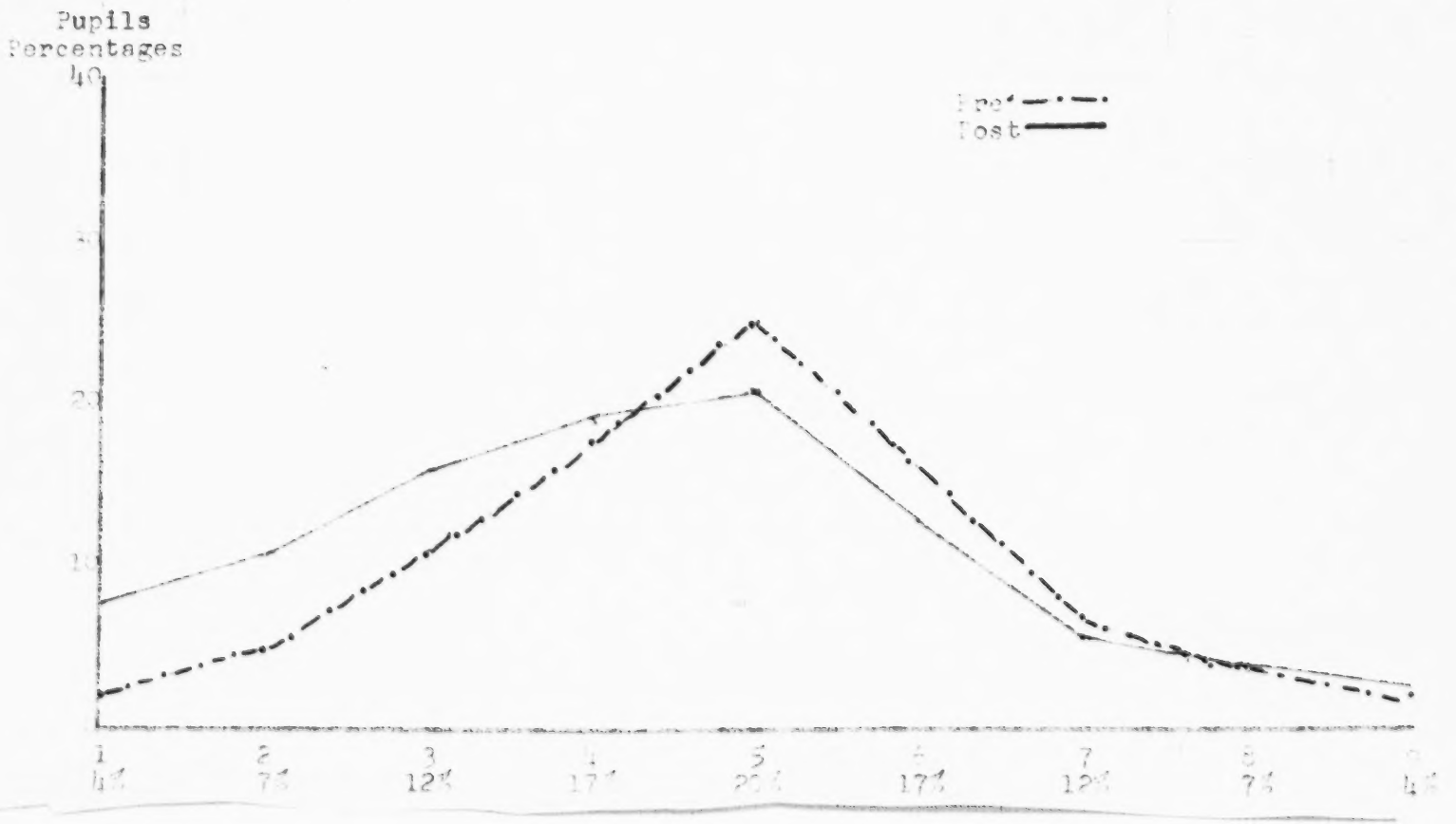

Fig.15.--Improvement in Total Mathematics shown by 232 second-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Total Mathematics made on the Metropolitan Achievement Tests: Primary I and II Batteries, Form G and Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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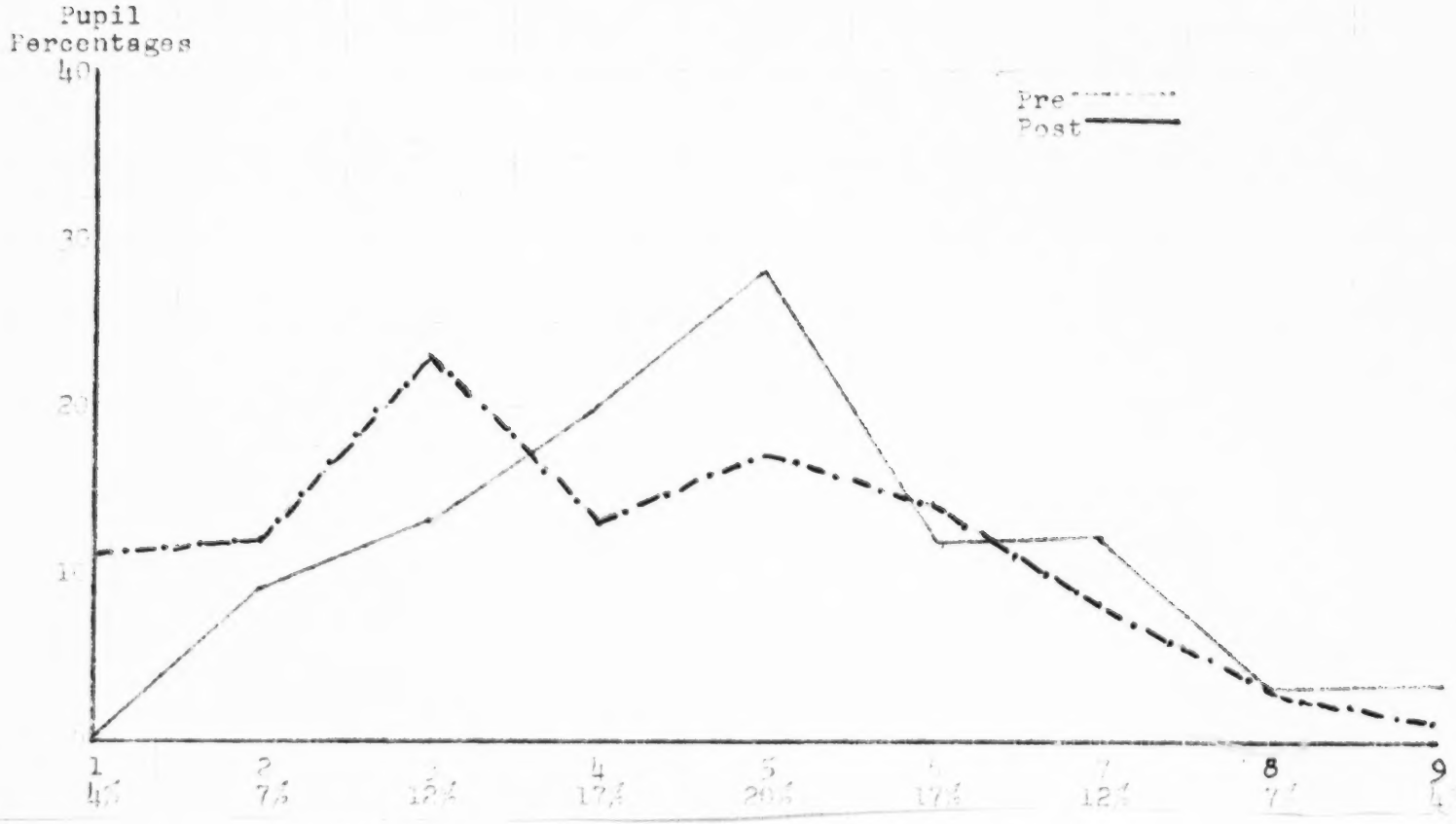

Fig.16.--Improvement in Word Knowledge shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Primary Battery II, Form G and Elementary, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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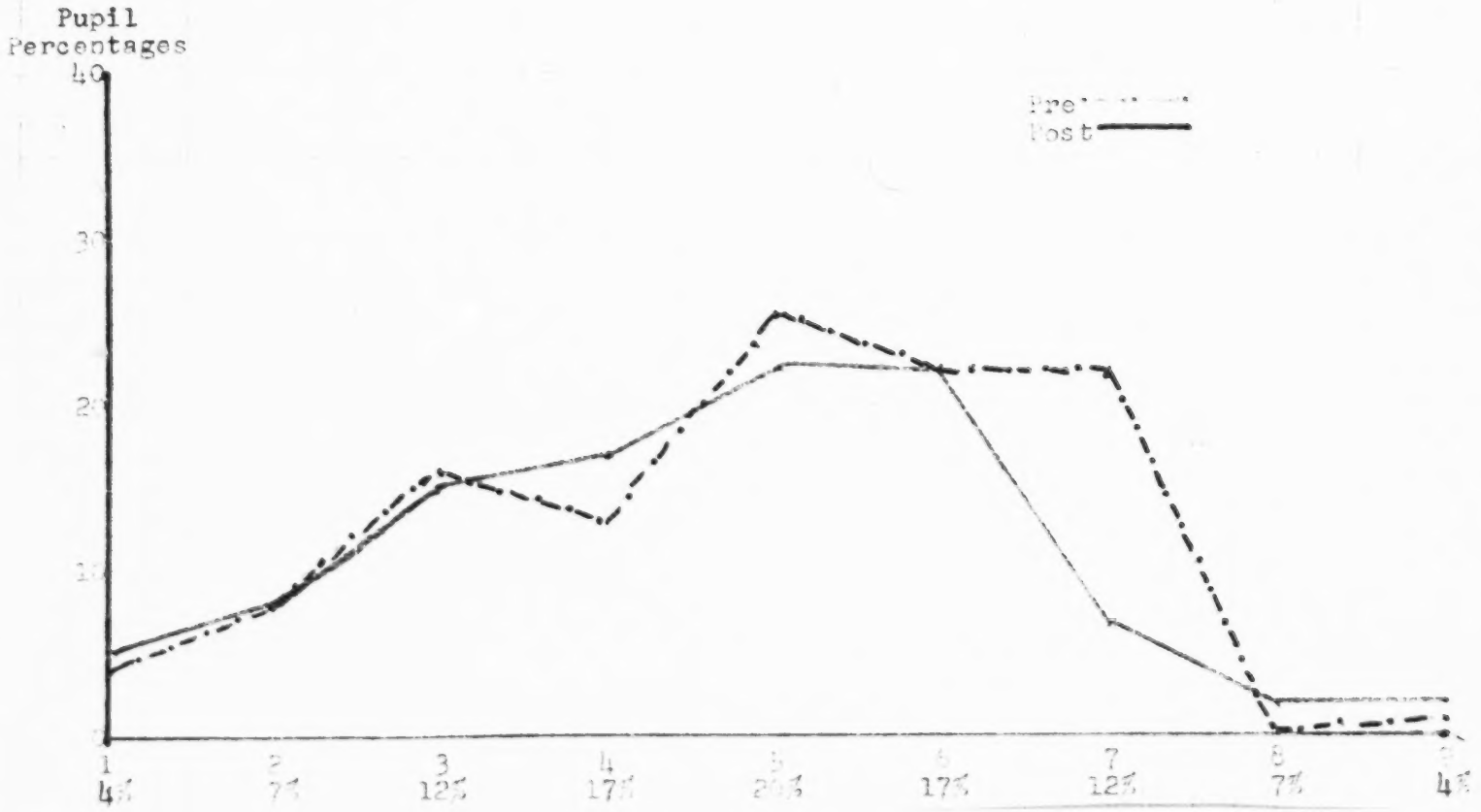

Fig.17.--Improvement in Reading shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Reading made on the Metropolitan Achievement Tests: Primary II Battery, Form G and Elementary Form F and reported by differences in pupil percentages at each of the nine stanine levels.

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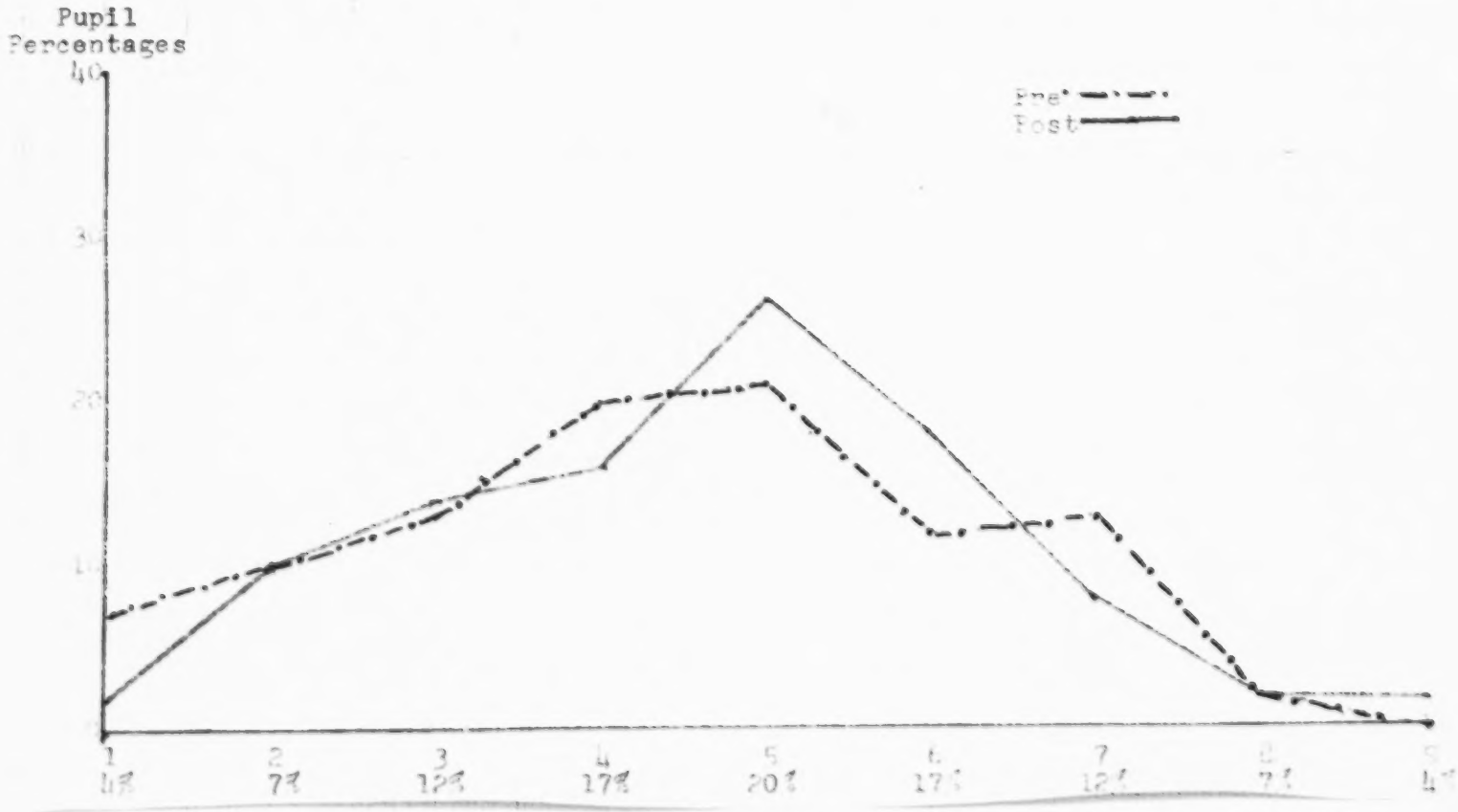

Fig.18.--Improvement in Total Reading shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based differences between pre- and post subtest scores in Total Reading made on the Metropolitan Achievement Tests: Primary II Battery, Form G and Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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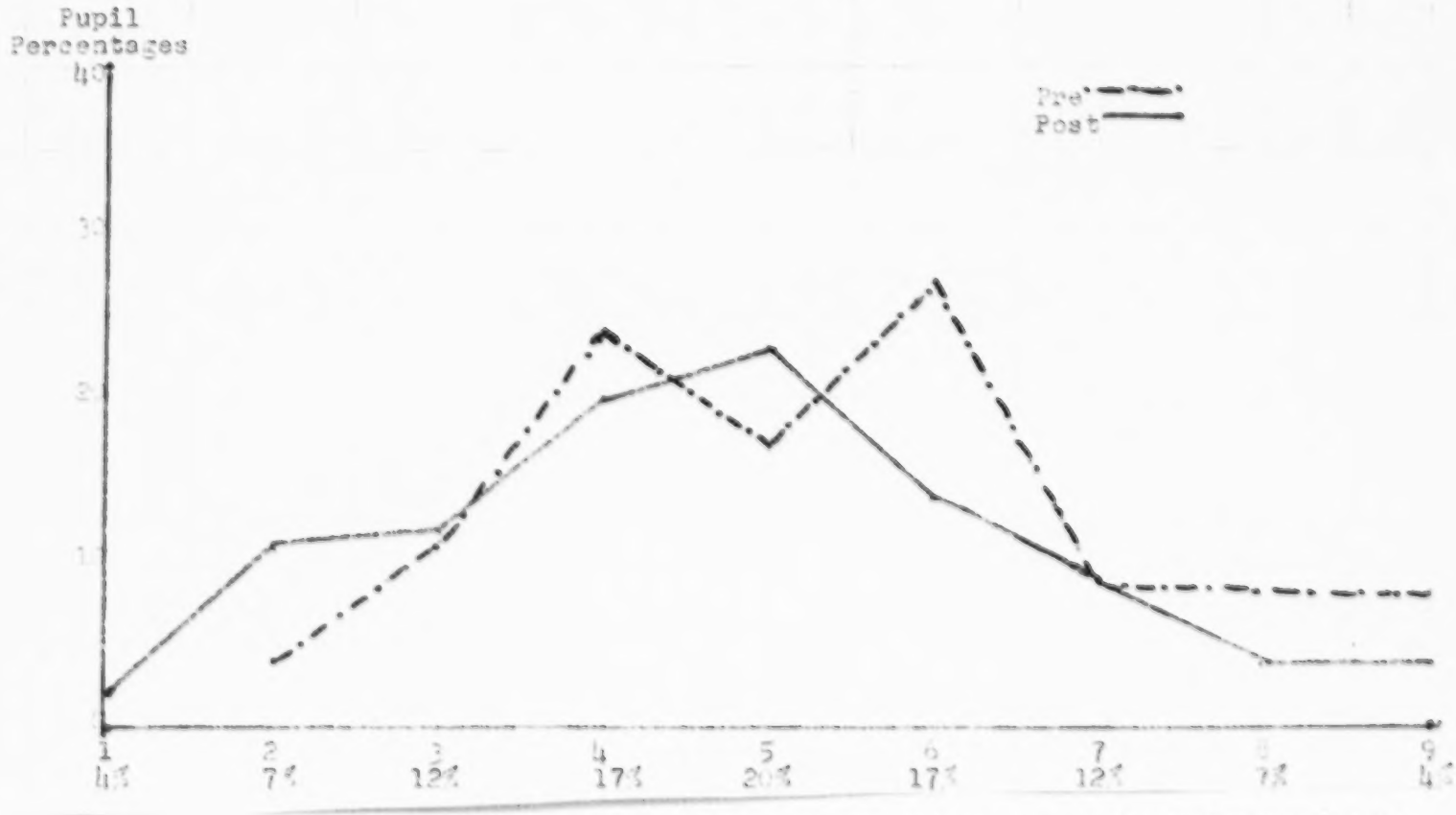

Fig.19.--Improvement in Spelling shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: Primary II Battery, Form G, and Elementary Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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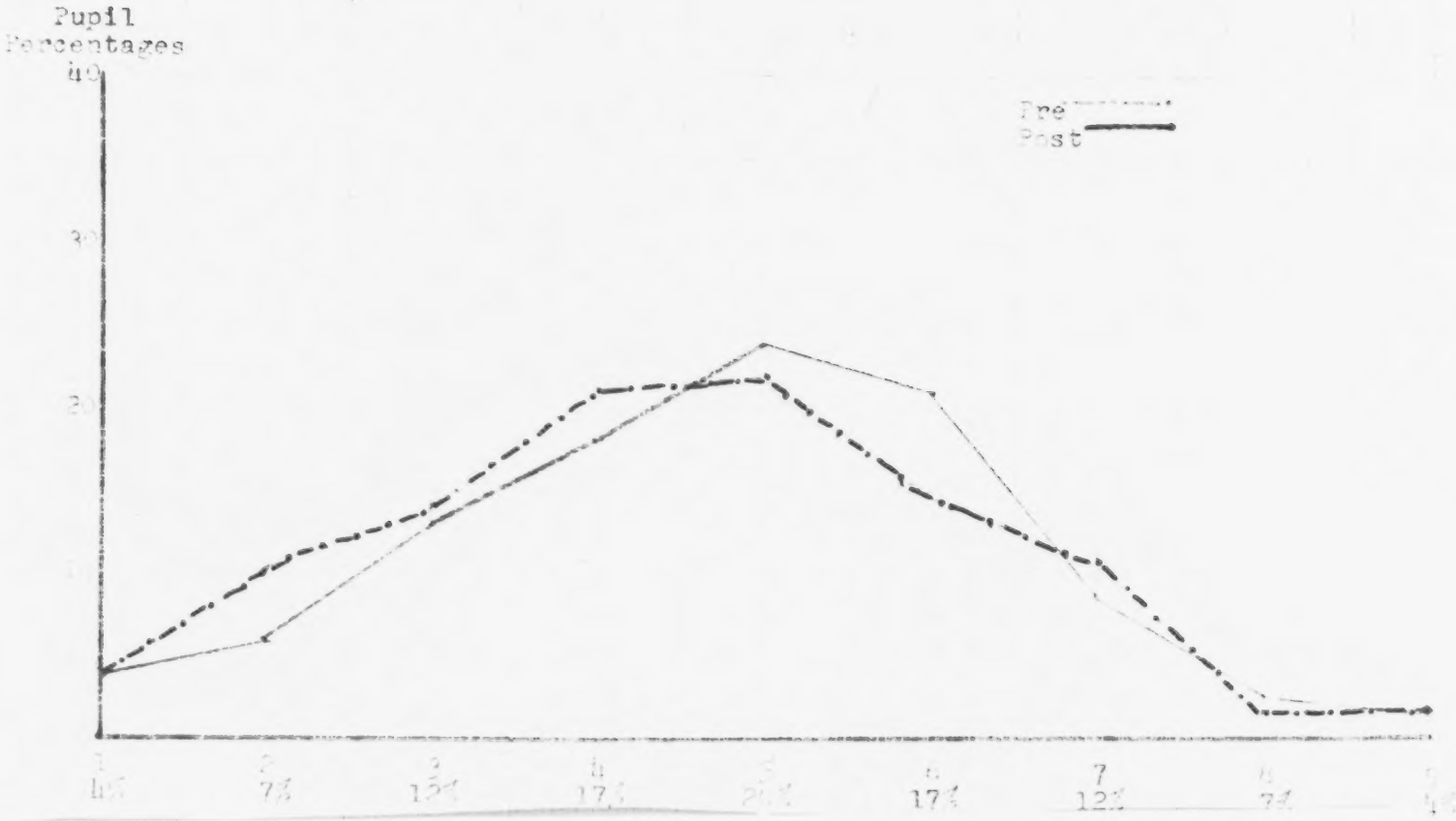

Fig.20.--Improvement in Mathematics: Computation shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post--subtest scores in Mathematics: Computation made on the Metropolitan Achievement Tests: Primary II Battery, Form G and Elementary, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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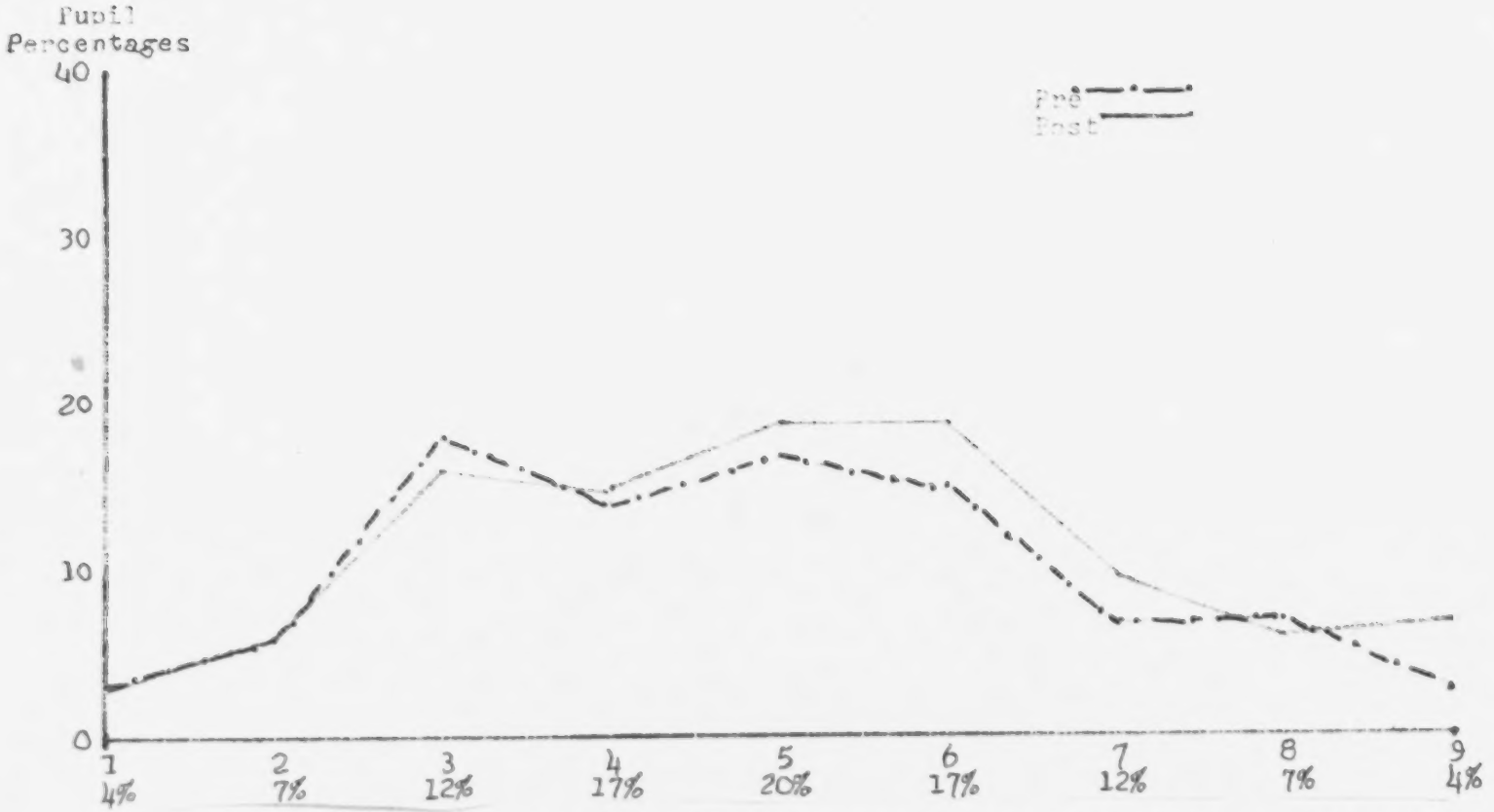

Fig.21.--Improvement in Mathematics: Concepts shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Concepts made on the Metropolitan Achievement Tests: Primary Battery II, Form G, and Elementary Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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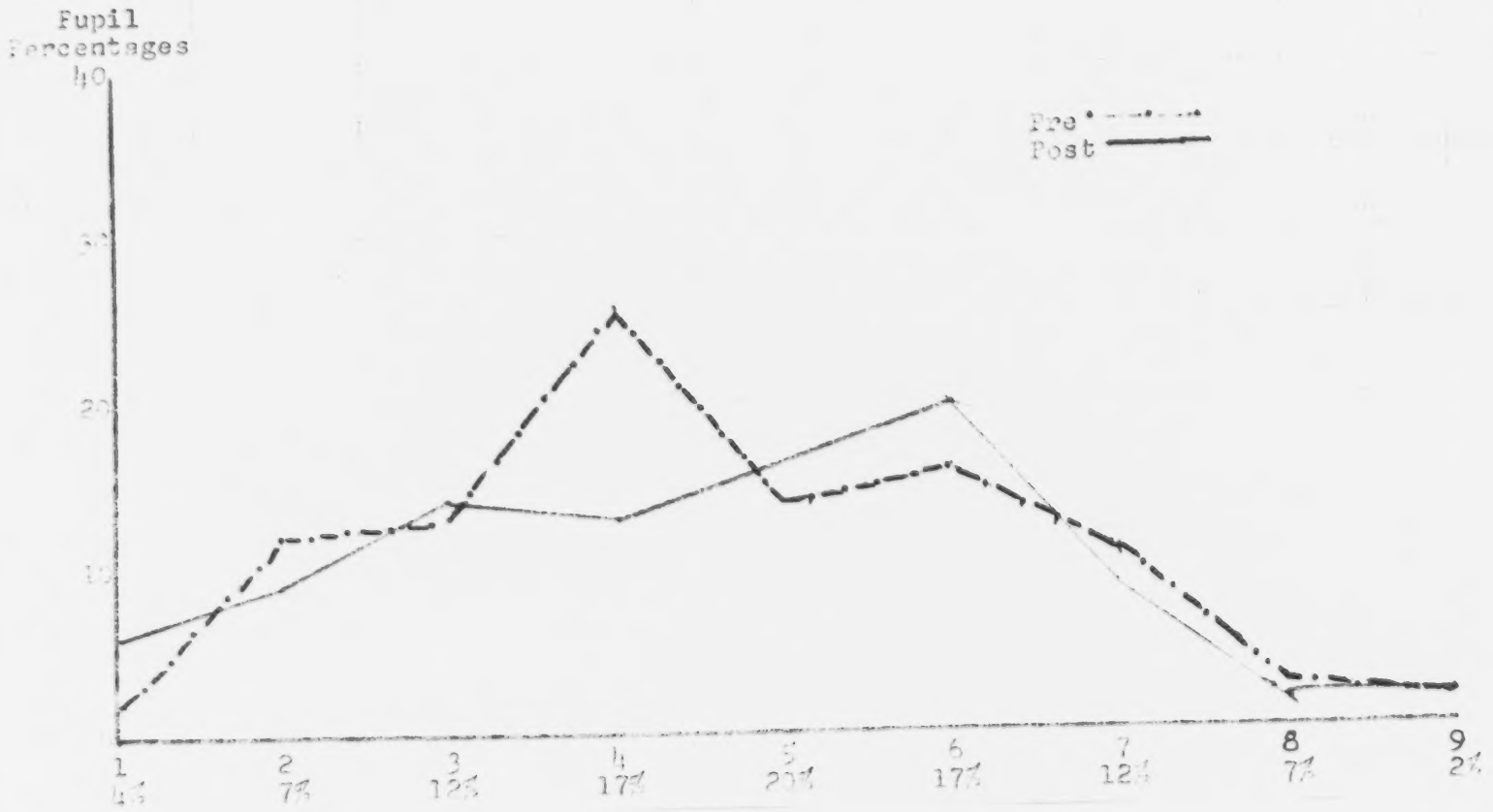

Fig.22.--Improvement in Mathematics Problem Solving shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics Problem Solving made on the Metropolitan Achievement Tests: Primary II Battery, Form G and Elementary Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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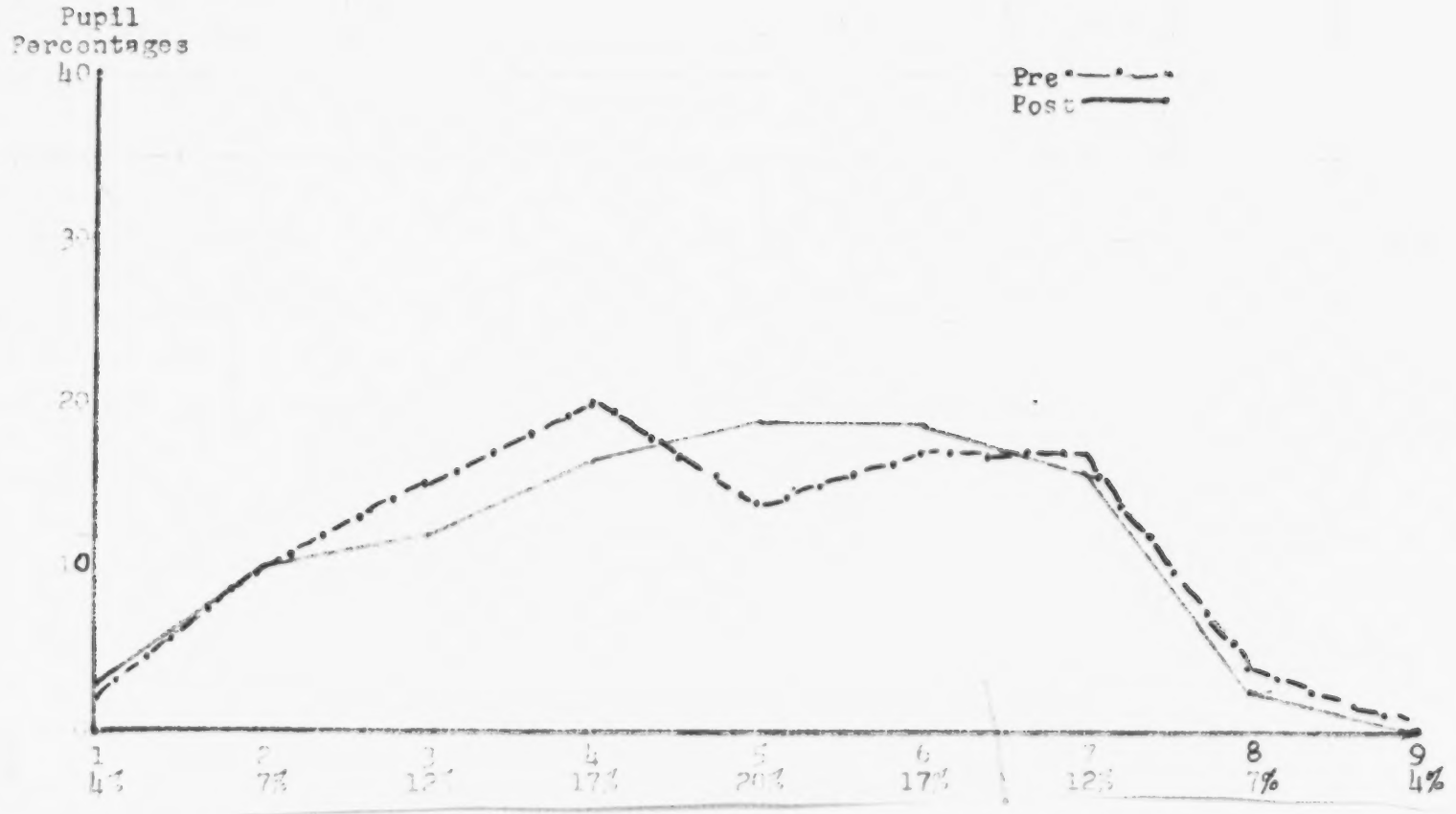

Fig.23.--Improvement in Total Mathematics shown by 247 third-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Total Mathematics made on the Metropolitan Achievement Test: Primary II Battery, Form G, and Elementary Form F and reported by differences in pupil percentages at each of the nine stanine levels.

SECTION IV

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT A VERBAL AND GRAPHICAL PRESENTATION OF PRE- AND POST-TESTING IN COMMUNICATIONS AND COMPUTATIONAL SKILL DEVELOPMENT, AND FOR GRADE 6, SCIENCE AND SOCIAL STUDIES (GRADES 4, 5, AND 6)

The graphs presented in Figures 24 through 52 reveal the change in pupil achievement in the respective subtest areas and at the nine stanine levels between the pre- and post-testing periods, 1971 and 1972. They are based on the appropriate forms of the Metropolitan Achievement Tests--fourth grade: Elementary, Forms G and F; fifth and sixth grades: Intermediate, Forms G and F.

The pupil achievement areas include Word Knowledge, Reading, Language, Spelling, Mathematics: Computation and Problem Solving.

In the verbal report, the percentages given for each of the subtest areas in each graph were derived from the 1972 Metropolitan Achievement Test findings. They are based on pupil percentages at the 4, 5, and 6, and 7, 8, and 9 stanine levels and presented by means of unbroken lines (Figures 24-52).

Reading Achievement: Word Knowledge
(Grade 4 - 209 Pupils)

Only 64 per cent (135) pupils in the fourth grade reached the at or above average level in Word Knowledge.

Reading Achievement: Reading
(Grade 4 - 209 Pupils)

Sixty-two per cent (130) pupils in the fourth grade appeared at or above the average level in Reading.

Reading Achievement: Total Reading
(Grade 4 - 209 Pupils)

Only 62 per cent also appeared at or above the average level in Total Reading.

Language Achievement
(Grade 4 - 209 Pupils)

A low 56 per cent (117) of the grade 4 pupils managed to appear at or above the average level in Language.

Spelling Achievement
(Grade 4 - 209 Pupils)

Sixty-nine per cent (143) of the fourth graders managed to reach the at or above average in Spelling.

Mathematics: Computation
(Grade 4 - 209 Pupils)

Of the total 209 fourth-grade pupils, 74 per cent (156) appeared at or above the average level in Mathematics: Computation.

Mathematics: Concepts
(Grade 4 - 209 Pupils)

Seventy-four per cent (158) of the fourth-grade children appeared at or above the average level in Mathematics: Concepts.

Mathematics: Problem Solving
(Grade 4 - 209 Pupils)

Only 66 per cent (161) of the fourth graders reached the at or above average level in Mathematics: Problem Solving.

Mathematics: Total Mathematics
(Grade 4 - 209 Pupils)

Seventy-six per cent (157) of the total 209 children in the fourth grade reached the at or above average level in Total Mathematics.

SUMMARY

(Grade 4 - 209 Pupils)

The 209 fourth grade pupils failed in each of the sub-tests taken to reach the normally expected at and above average level of 77 per cent but, in Total Mathematics, they missed this expected level by only one point.

Mathematics: Problem Solving
(Grade 5 -223 Pupils)

Seventy-two per cent (159) of the pupils in grade 5 appeared at or above the average level.

Mathematics: Total Mathematics
(Grade 5 - 223 Pupils)

Seventy-three per cent of the fifth grade pupils appeared at the average or above average levels in Total Mathematics.

Reading Achievement: Word Knowledge
(Grade 5 - 223 Pupils)

Only a meager 59 per cent (129) of the pupils in the fifth grade reached the average or above average level in Word Knowledge.

Reading Achievement: Reading
(Grade 5 - 223 Pupils)

Sixty-seven per cent (150) of the fifth graders appeared at or above the average level in Reading.

Reading Achievement: Total Read[illegible]
(Grade 5 - 223 Pupils)

Only 60 per cent (132) of the pupils enrolled in grade 5 and who took both the pre- and post-tests, appeared at or above the average level in Total Reading.

Language Achievement
(Grade 5 - 223 Pupils)

Sixty-eight per cent (151) of the fifth graders reached the average or above average level in Language.

Spelling Achievement
(Grade 5 - 223 Pupils)

Seventy-five per cent (170) of the fifth grade pupils appeared at or above average in Spelling.

Mathematics: Computation
(Grade 5 - 223 Pupils)

Seventy-six per cent (168) of the children in fifth grade appeared at or above average level in Mathematics: Computation.

Mathematics Achievement: Concepts
(Grade 5 - 223 Pupils)

Seventy-two per cent (161) of the 223 fifth grade pupils reached the average or above average level in Mathematics: Concepts.

SUMMARY

(Grade 5 - 223 Pupils)

The 223 pupils in the fifth grade failed to reach the 77 per cent normally expected to appear at or above average level in any subject area. They missed it in Mathematics: Computation by only one point.

Reading Achievement: Word Knowledge
(Grade 6 - 218 Pupils)

Only 55 per cent (118) of the 218 sixth grade pupils, in Overton County schools, 1972, appeared at or above the average level in Word Knowledge.

Reading Achievement: Reading
(Grade 6 - 218 Pupils)

Sixty-one per cent (134) of the sixth-grade pupils, in 1972, reached the at or above average level in Reading.

Reading Achievement: Total Reading
(Grade 6 - 218 Pupils)

Fifty-nine per cent (131) of the pupils in grade 6 achieved at the average or above average level in Total Reading.

Language Achievement
(Grade 6 - 218 Pupils)

Sixty-one per cent (132) of the sixth grade pupils appeared at or above the average level in Language Achievemet.

Spelling Achievement
(Grade 6 - 218 Pupils)

Sixty-one per cent (130) also appeared at or above the average level in Spelling Achievement.

Mathematics: Computation
(Grade 6 - 218 Pupils)

Seventy-four per cent (140) of the children in grade 6 succeeded in the at or above average level in Mathematics: Computation.

Mathematics: Concepts
(Grade 6 - 218 Pupils)

Sixty-six of the sixth grade children were found at or above the average level in Mathematics: Concepts.

Mathematics: Problem Solving
(Grade 6 - 218 Pupils)

Sixty per cent (132) sixth graders were found to achieve at or above the average level in Mathematics: Problem Solving.

Social Studies Achievement
(Grade 6 - 218 Pupils)

Sixty-two per cent (138) of the 218 sixth graders appeared at or above the average level in Social Studies.

Science Achievement
(Grade 6 - 218 Pupils)

A meager 56 per cent (123) of the sixth grade class appeared at or above the average level in Science Achievement.

SUMMARY

(Grade 6 - 218 Pupils)

The sixth grade failed to reach the normally expected

77 per cent level (at or above the average level) in any of the ten subject areas. Their subject area nearest to the normally expected was Mathematics: Computation in which 74 per cent appeared at or above average.

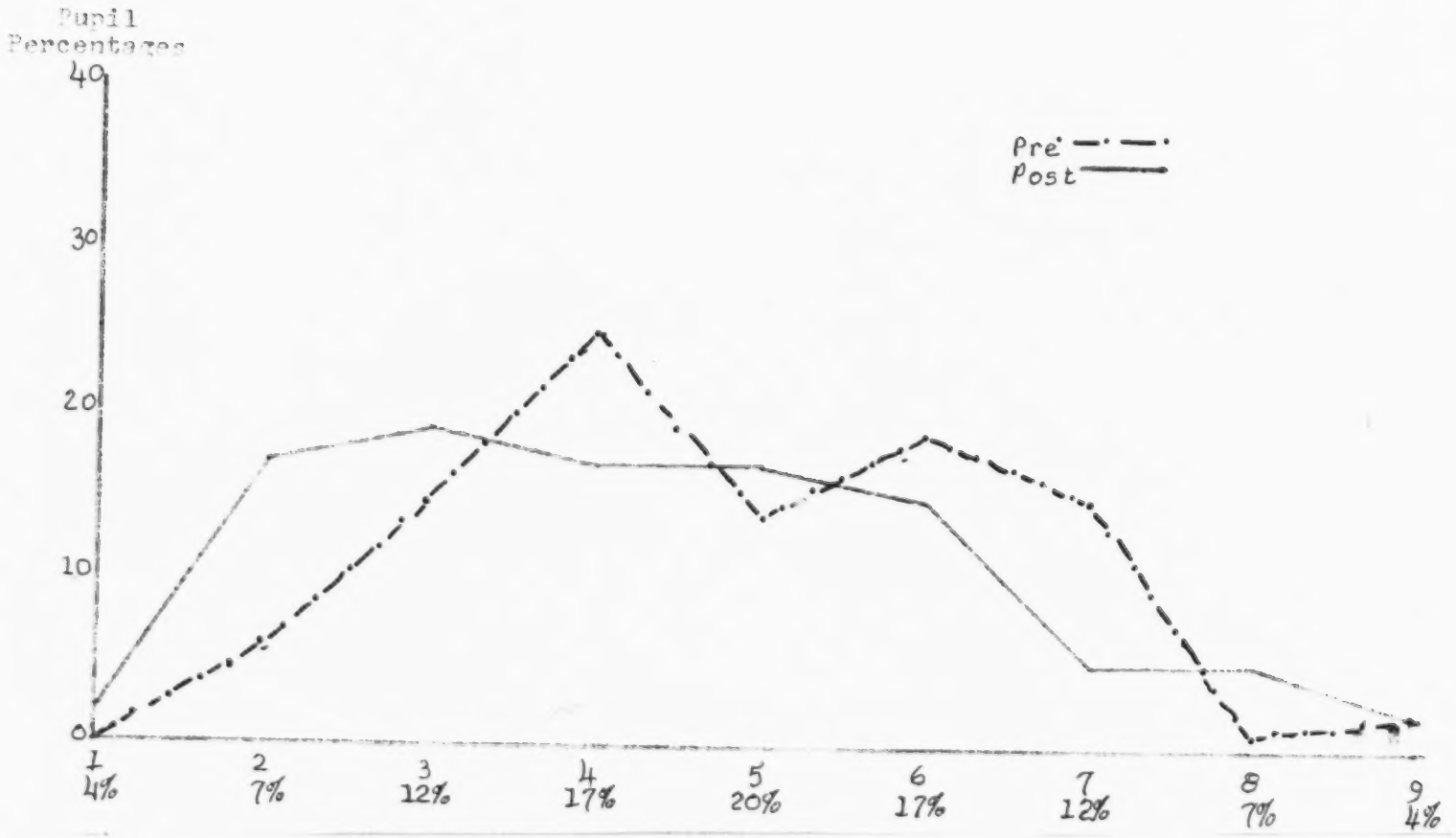

Fig.24.--Improvement in Word Knowledge shown by 209 fourth grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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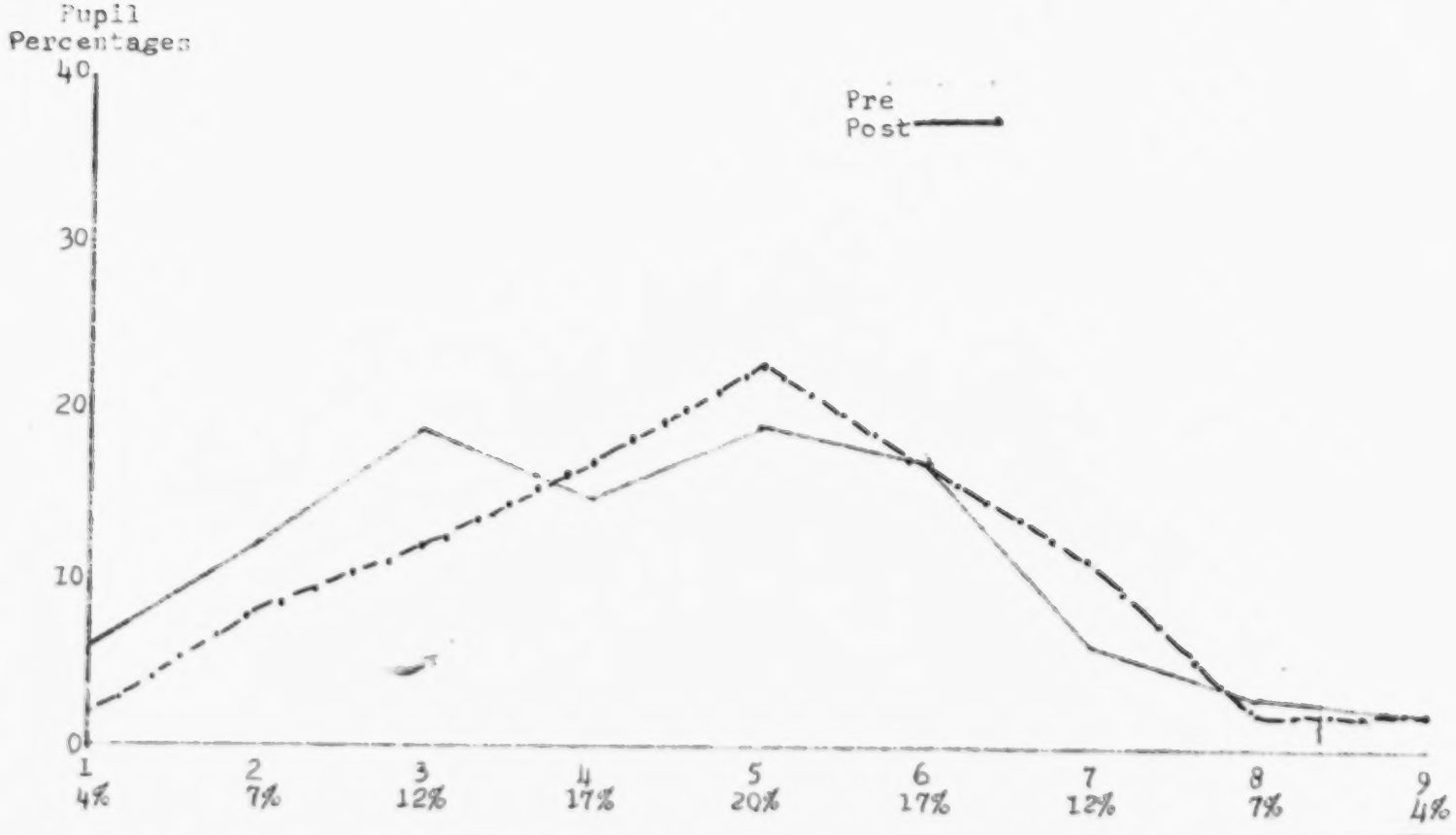

Fig.25.--Improvement in Reading shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Reading made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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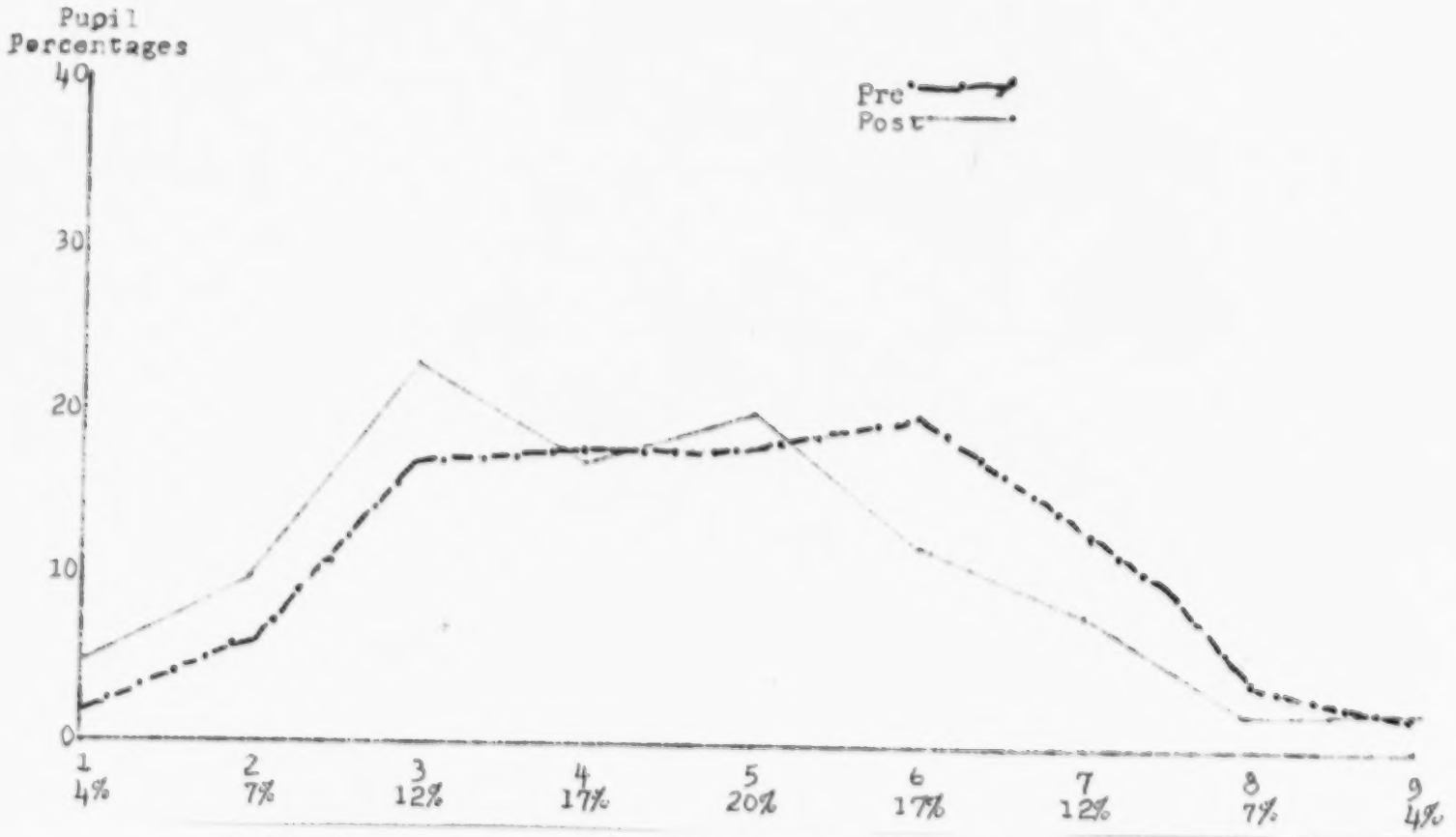

Fig.26.--Improvement in Total Reading shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Total Reading made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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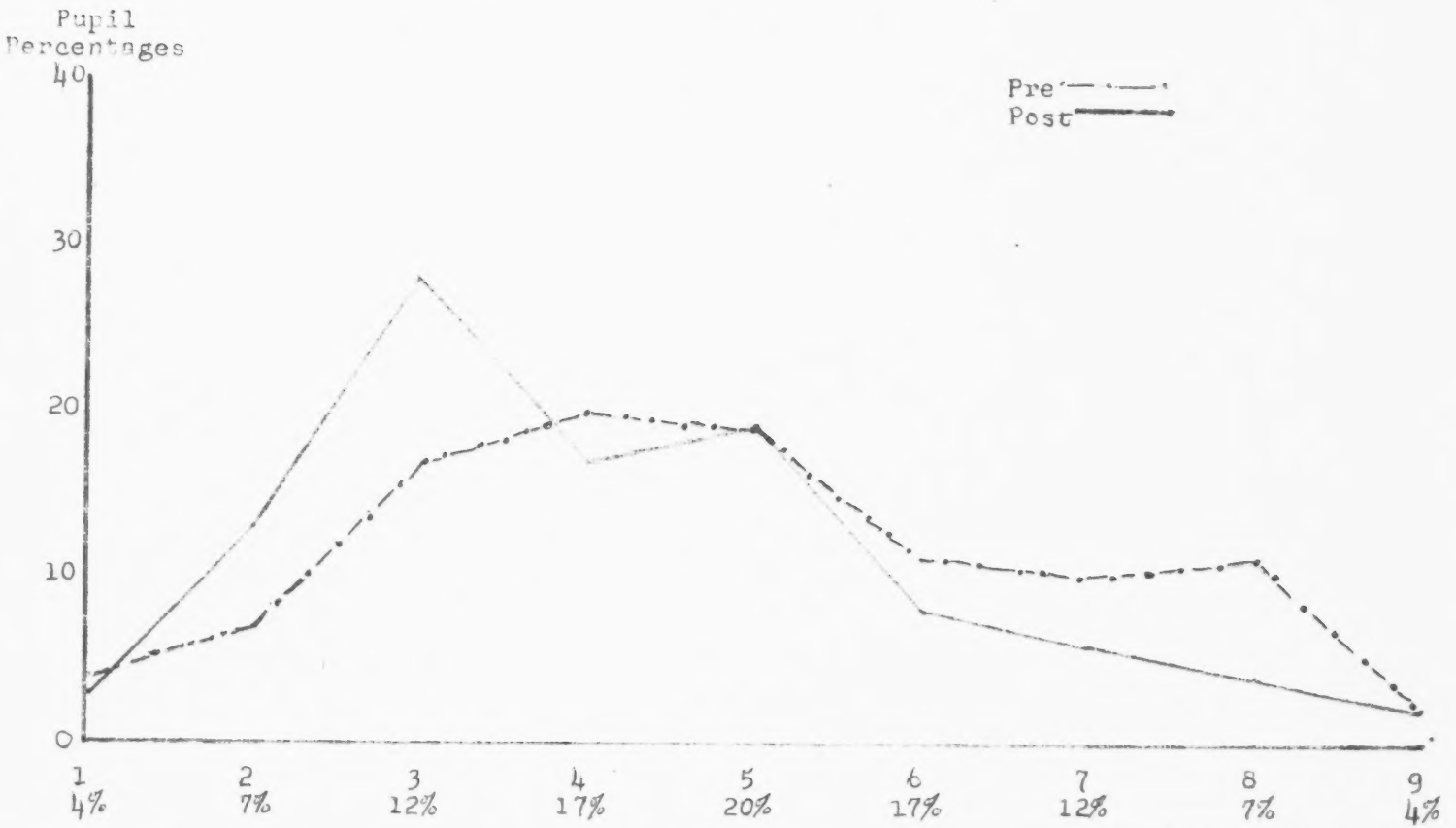

Fig.27.--Improvement in Language shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Language made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

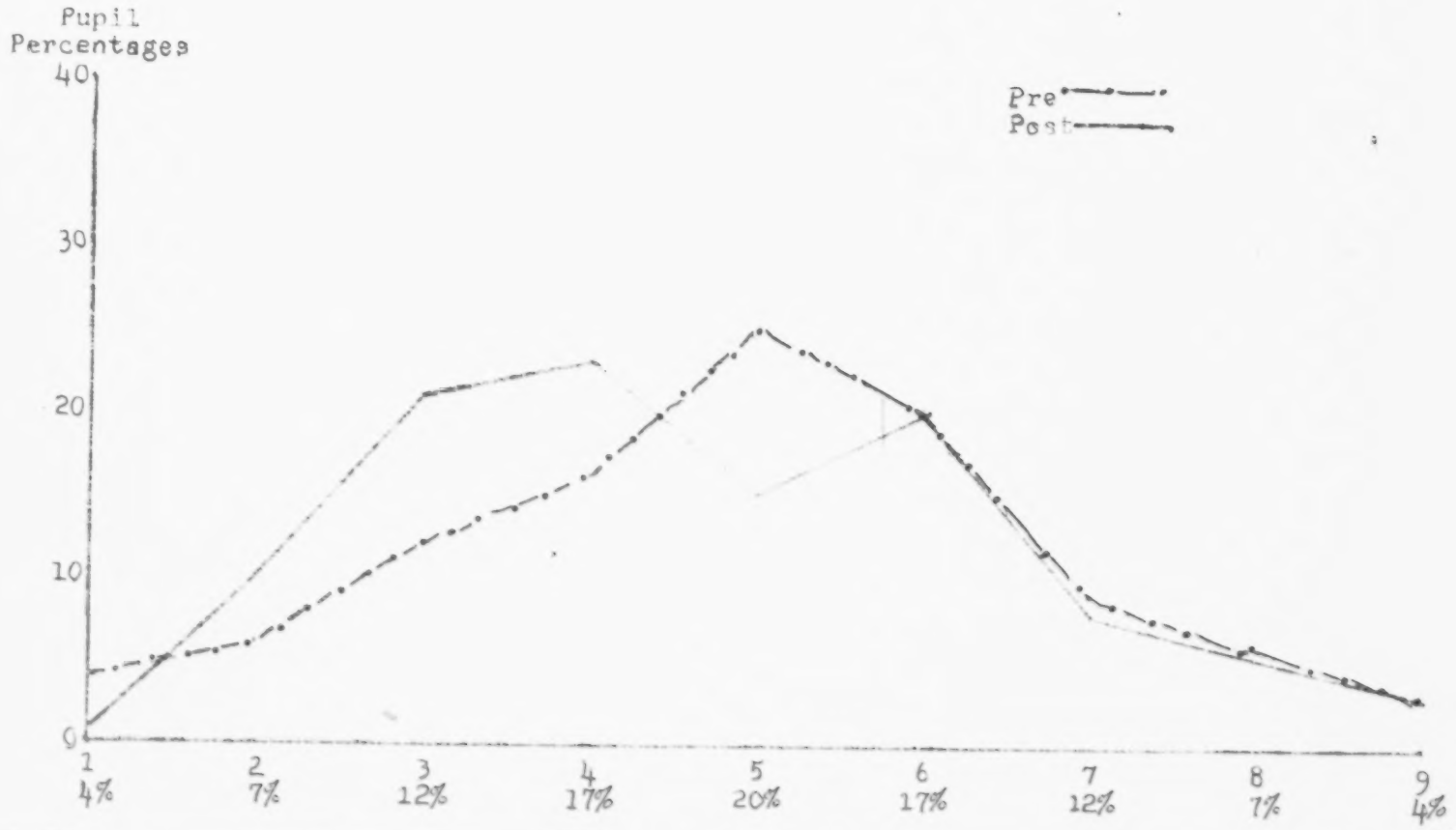

Fig.28.--Improvement in Spelling shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

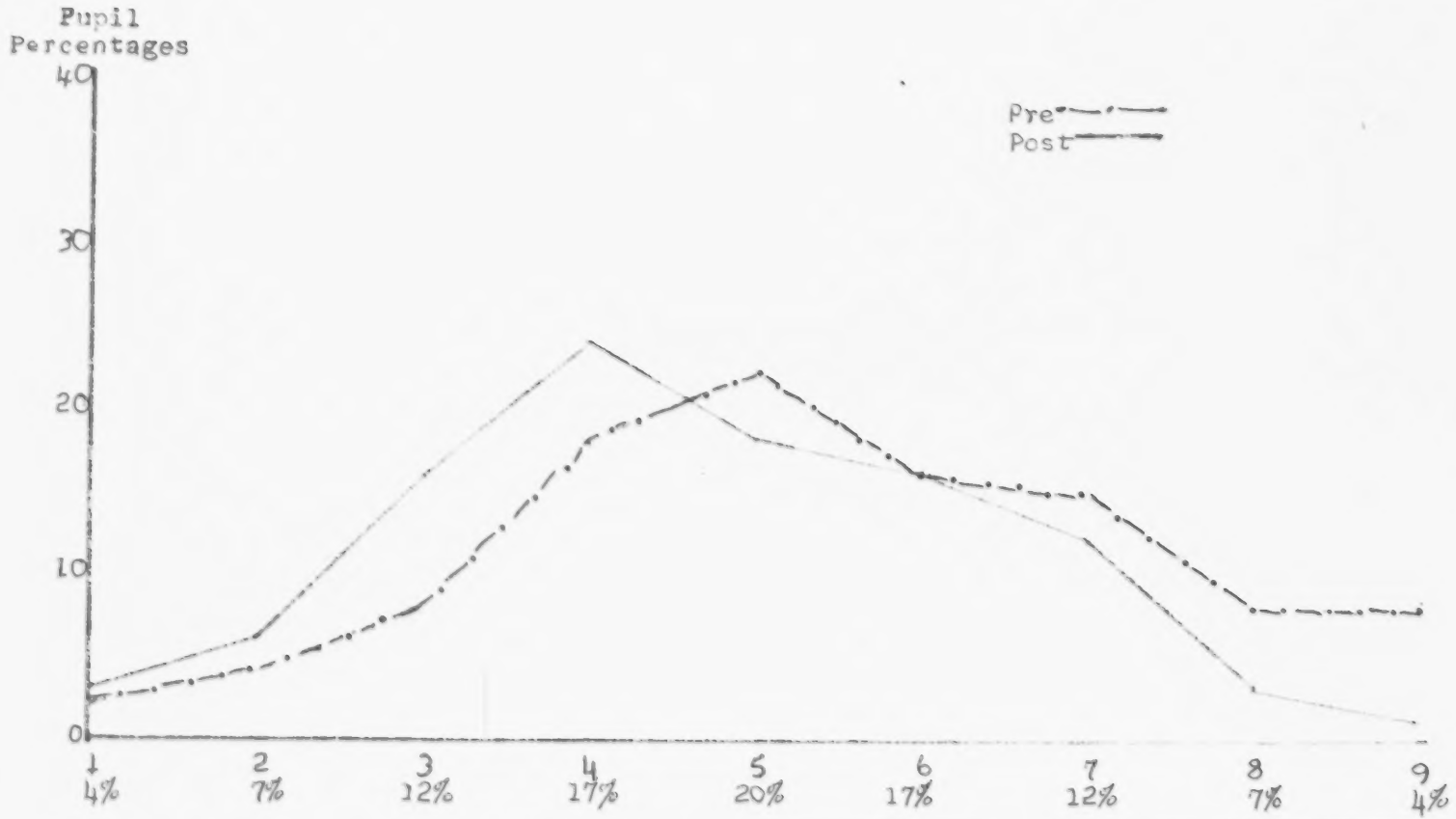

Fig.29.--Improvement in Mathematics: Computation shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Computation made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

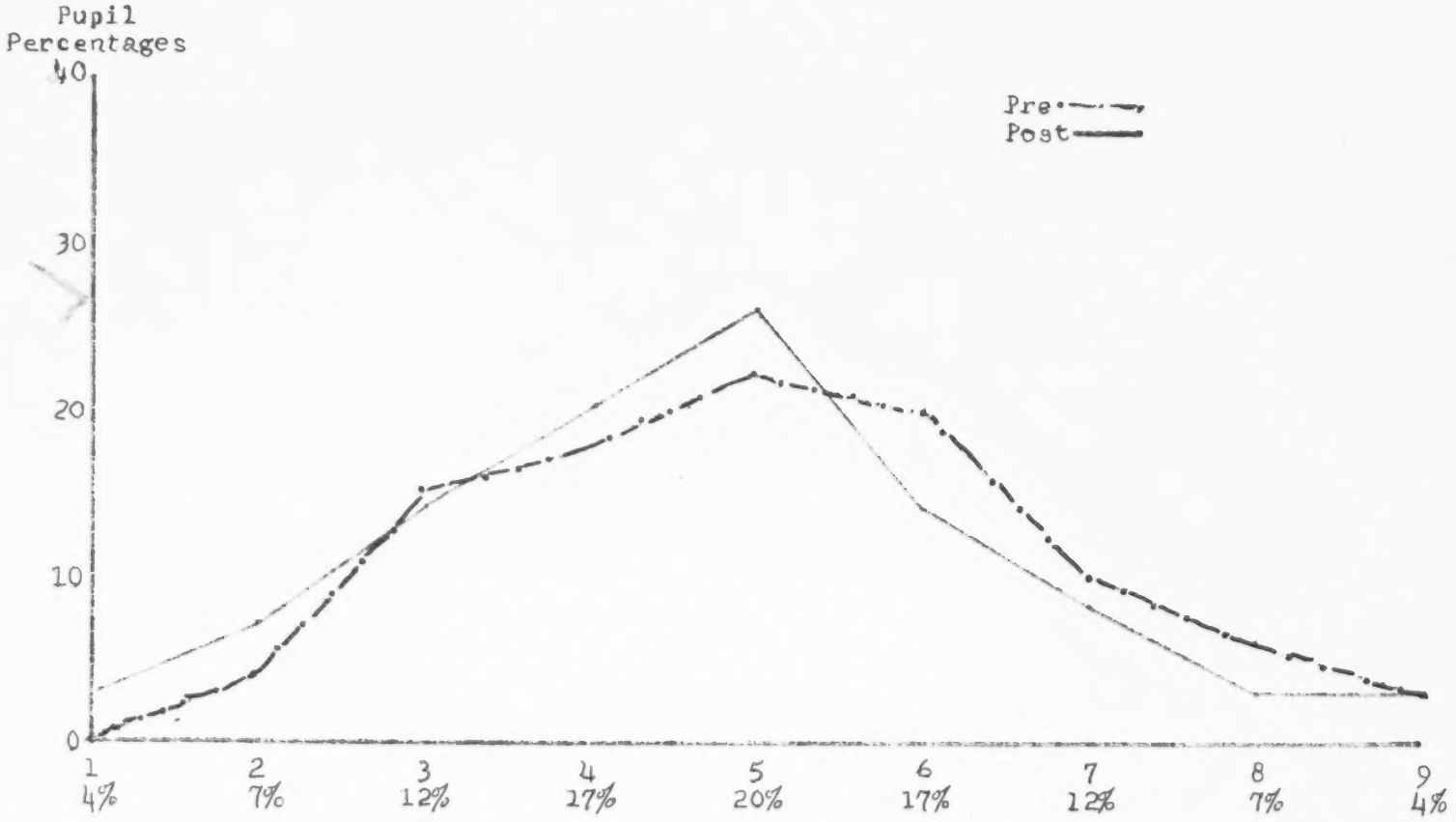

Fig.30.--Improvement in Mathematics: Concepts made by 209 fourth grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics Concepts made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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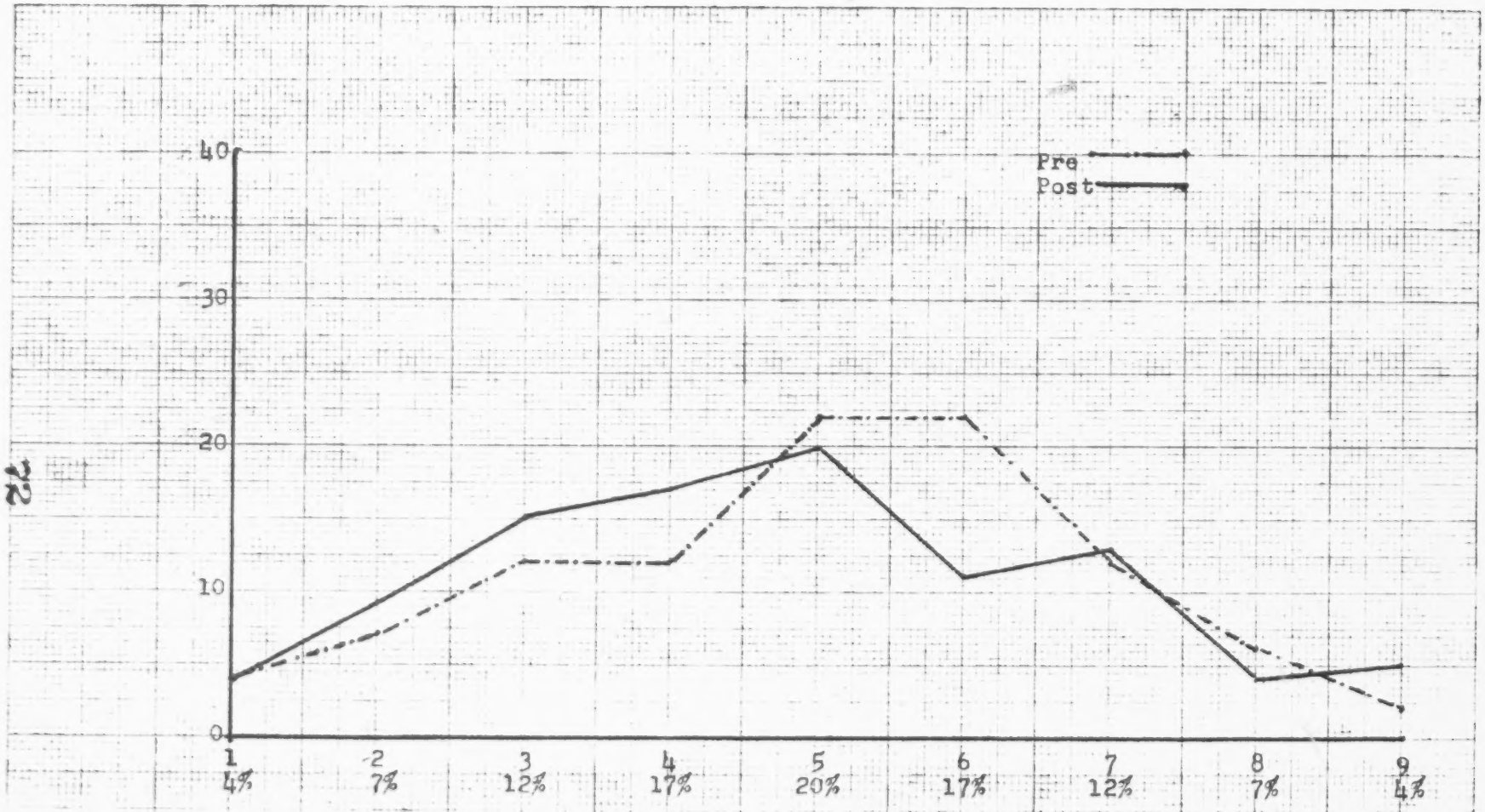

Fig. 31.--Improvement in Mathematic Problem Solving shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics Problem Solving made on the Metropolitan Achievement Tests: advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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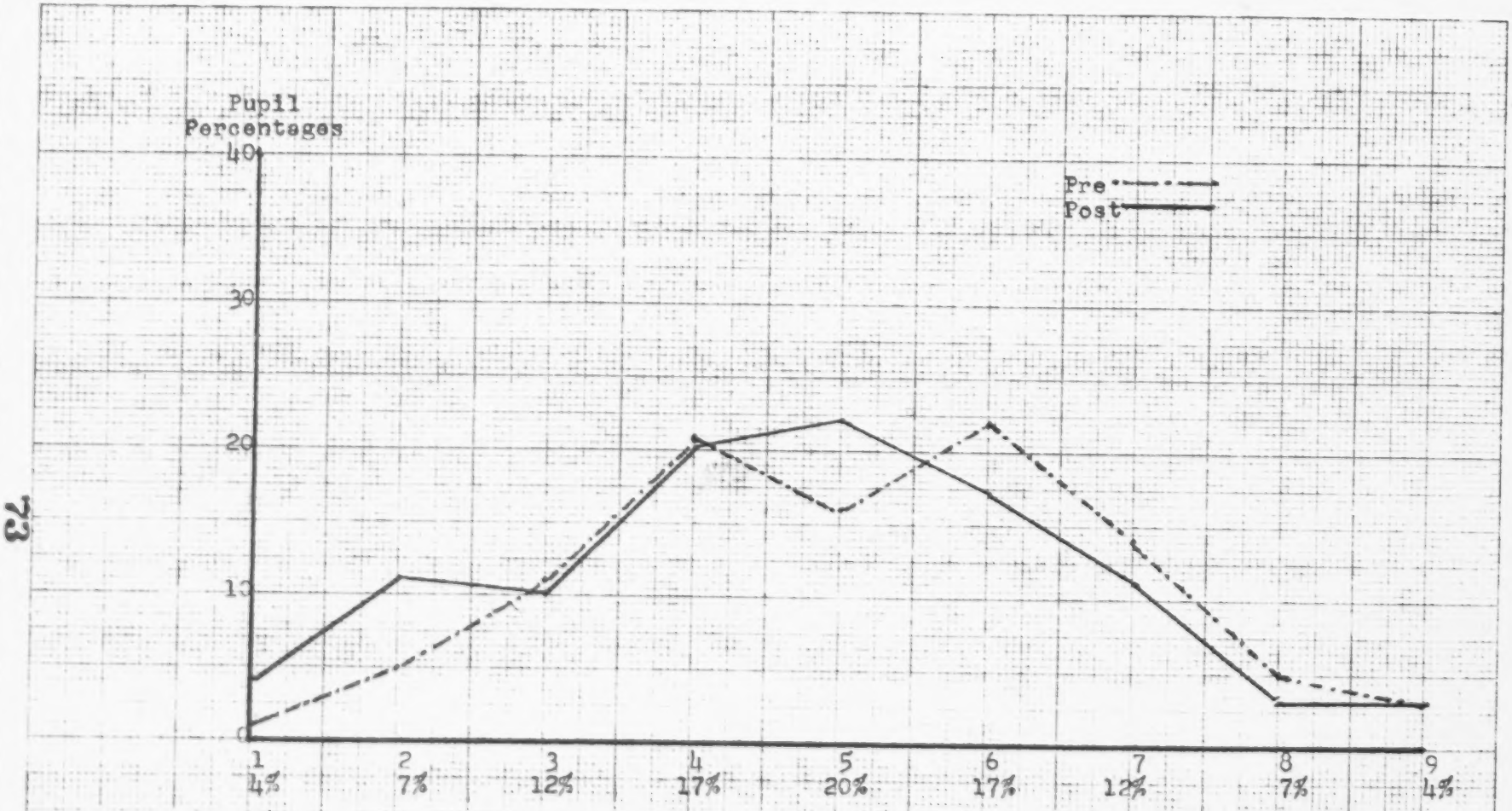

Fig. 32.--Improvement in Total Mathematics shown by 209 fourth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest scores in Total Mathematics made on the Metropolitan Achievement Tests: Elementary, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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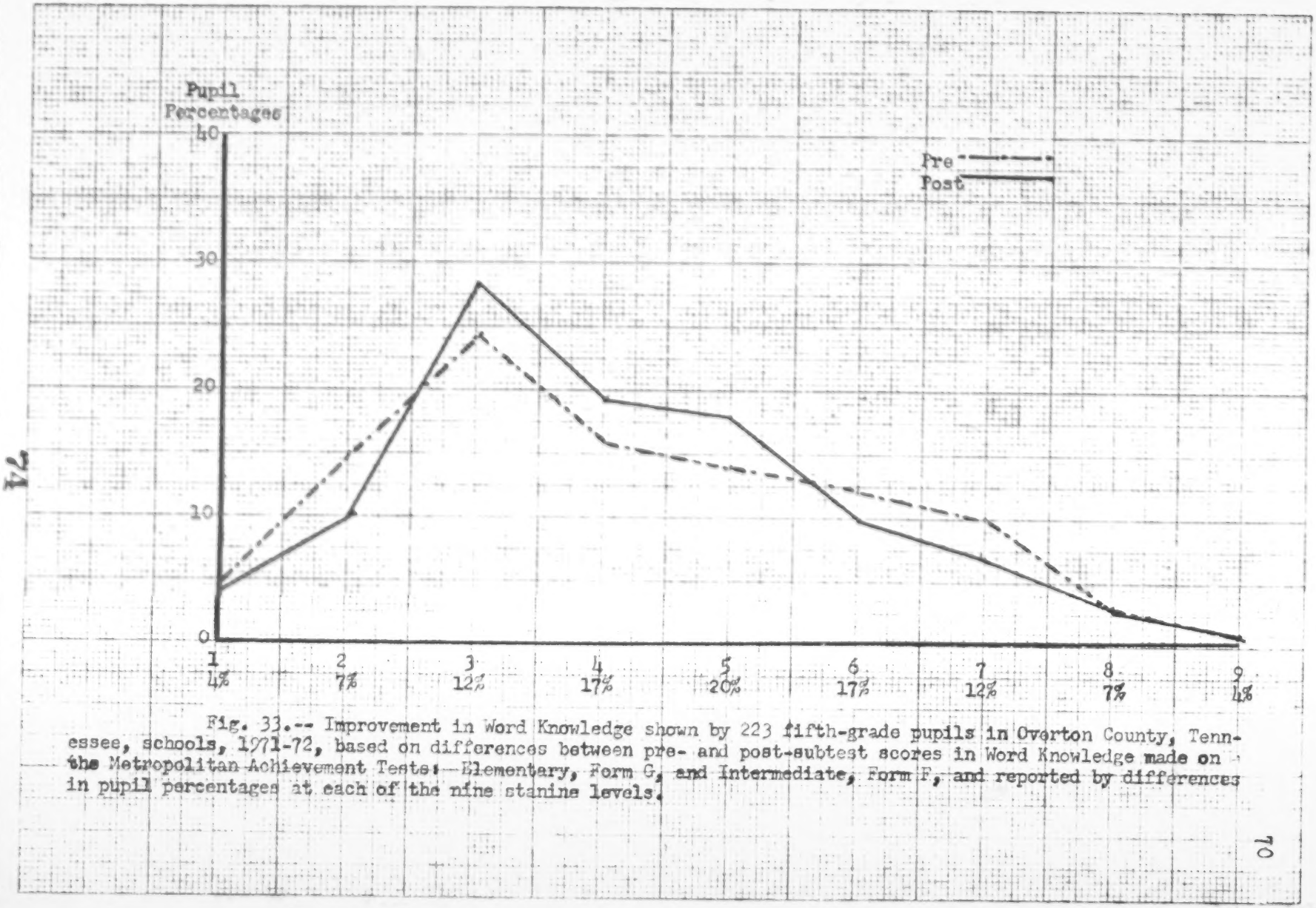

Fig. 33.-- Improvement in Word Knowledge shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Word Knowledge made on the Metropolitan Achievement Tests--Elementary, Form G, and Intermediate, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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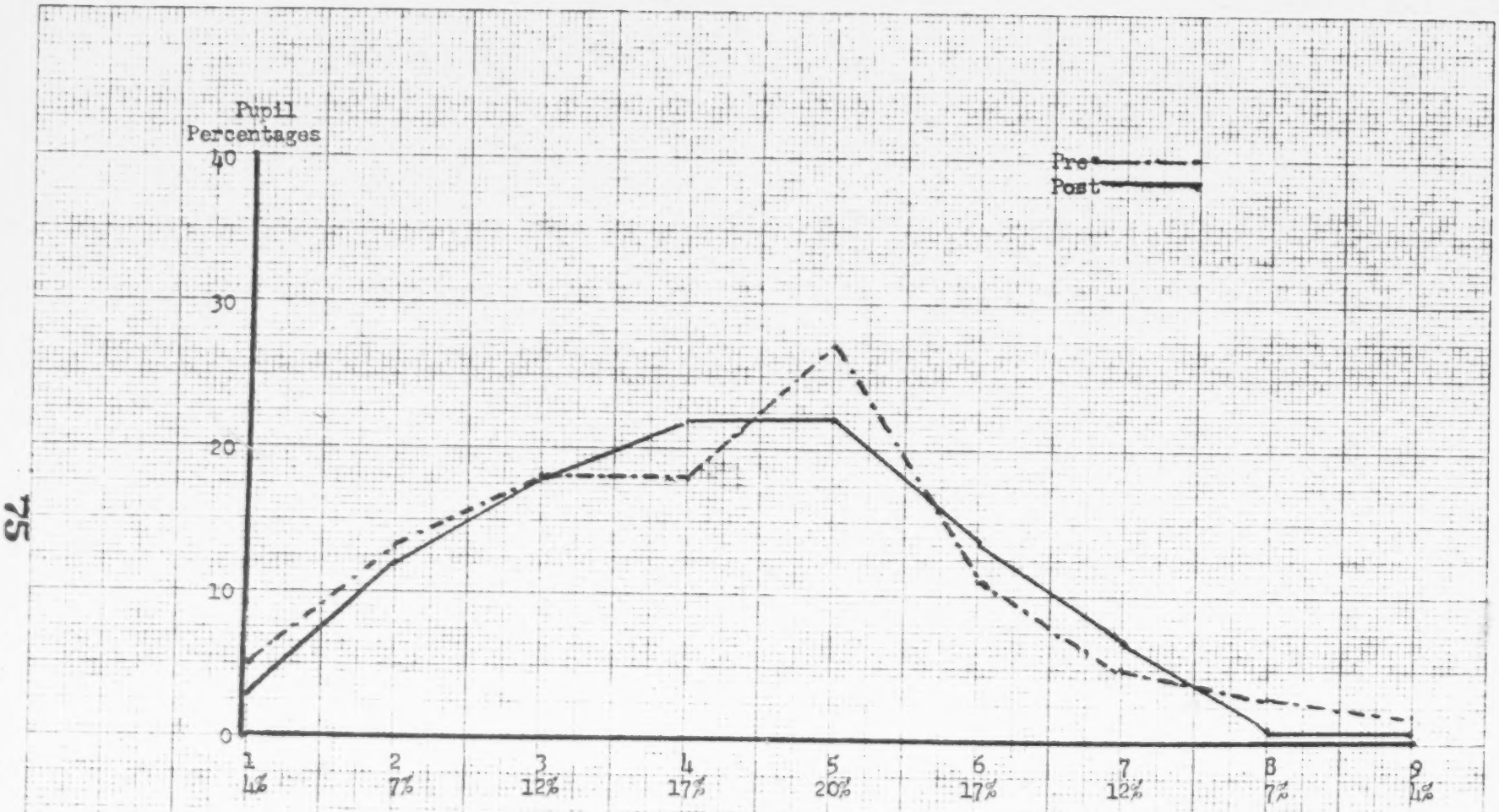

Fig. 34.-- Improvement in Reading shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Readingmade on the Metropolitan Achievement Tests: Elementary, Forms G, and Intermediate, Form F, and reported by differences, in pupil percentages at each of the nine stanine levels.

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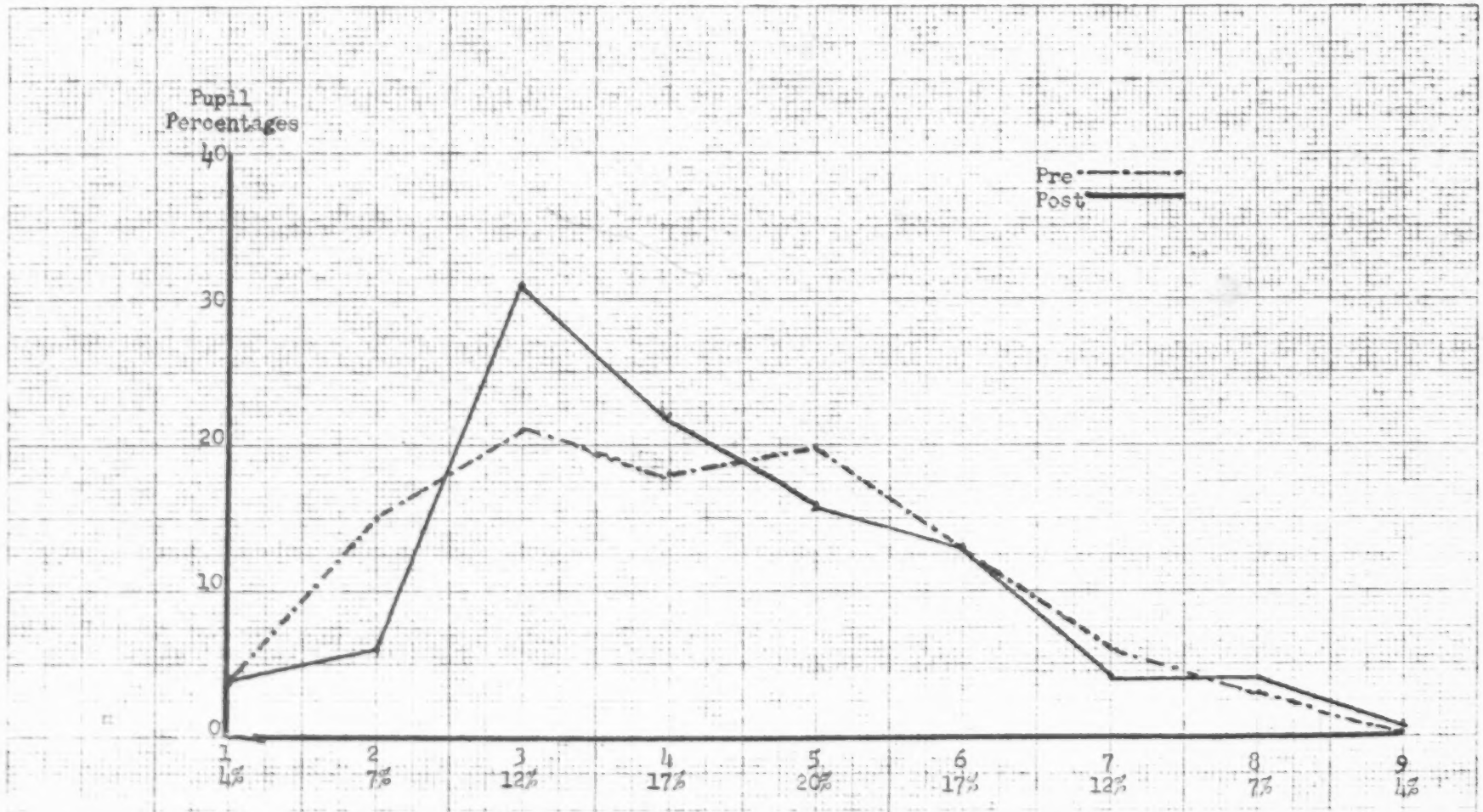

Fig. 35.-- Improvement in Total Reading shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Total Reading made on the Metropolitan Achievement Tests: Elementary, Form G, and Intermediate, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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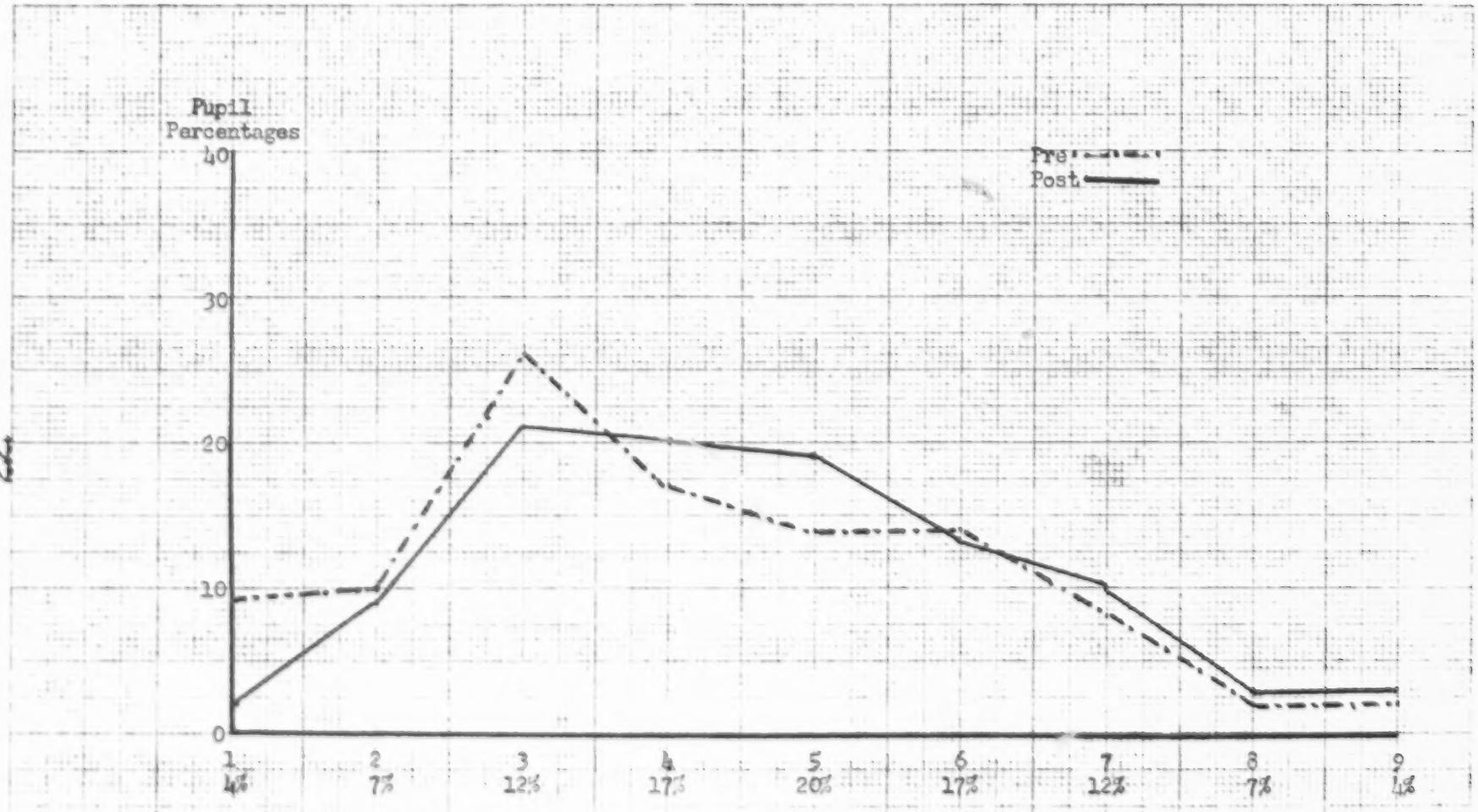

Fig. 36.-- Improvement in Language shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Language made on the Metropolitan Achievement Tests: Elementary, Form G, and Intermediate Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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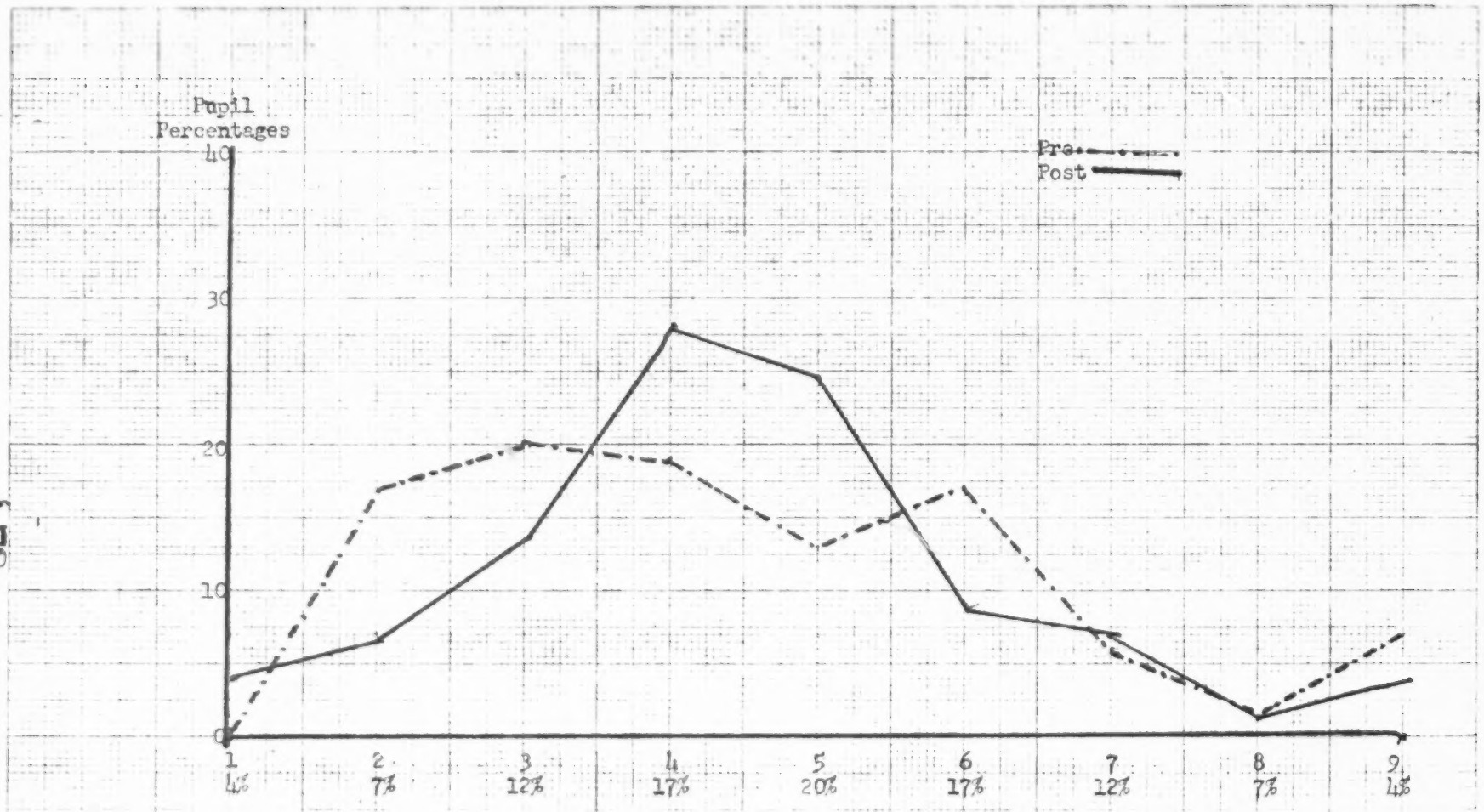

Fig.37.--Improvement in Spelling shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: Elementary, Form G and Intermediate, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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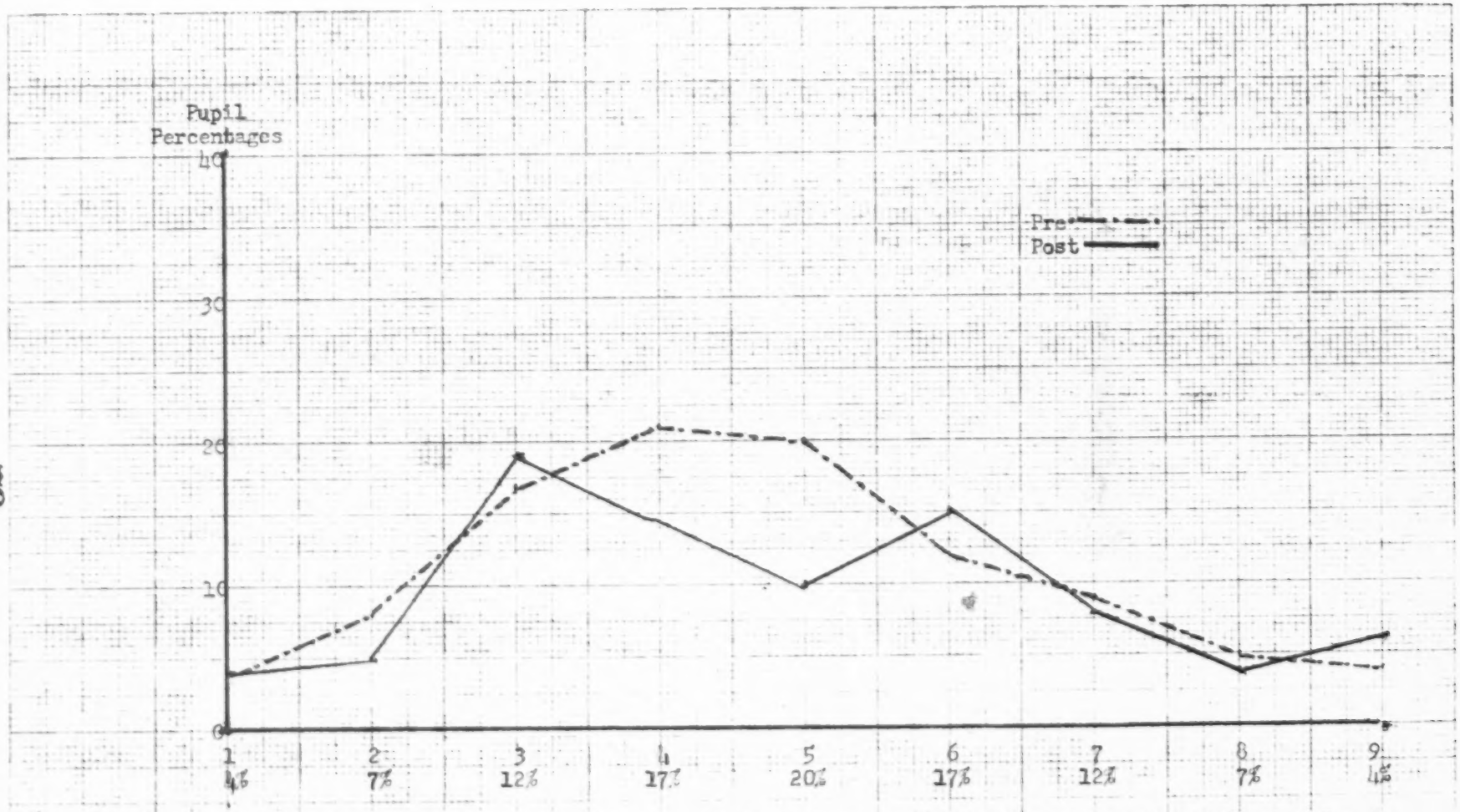

Fig. 38.--Improvement in Mathematics Computation shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Mathematics Computation on the Metropolitan Achievement Tests: Elementary, Form G, and Intermediate Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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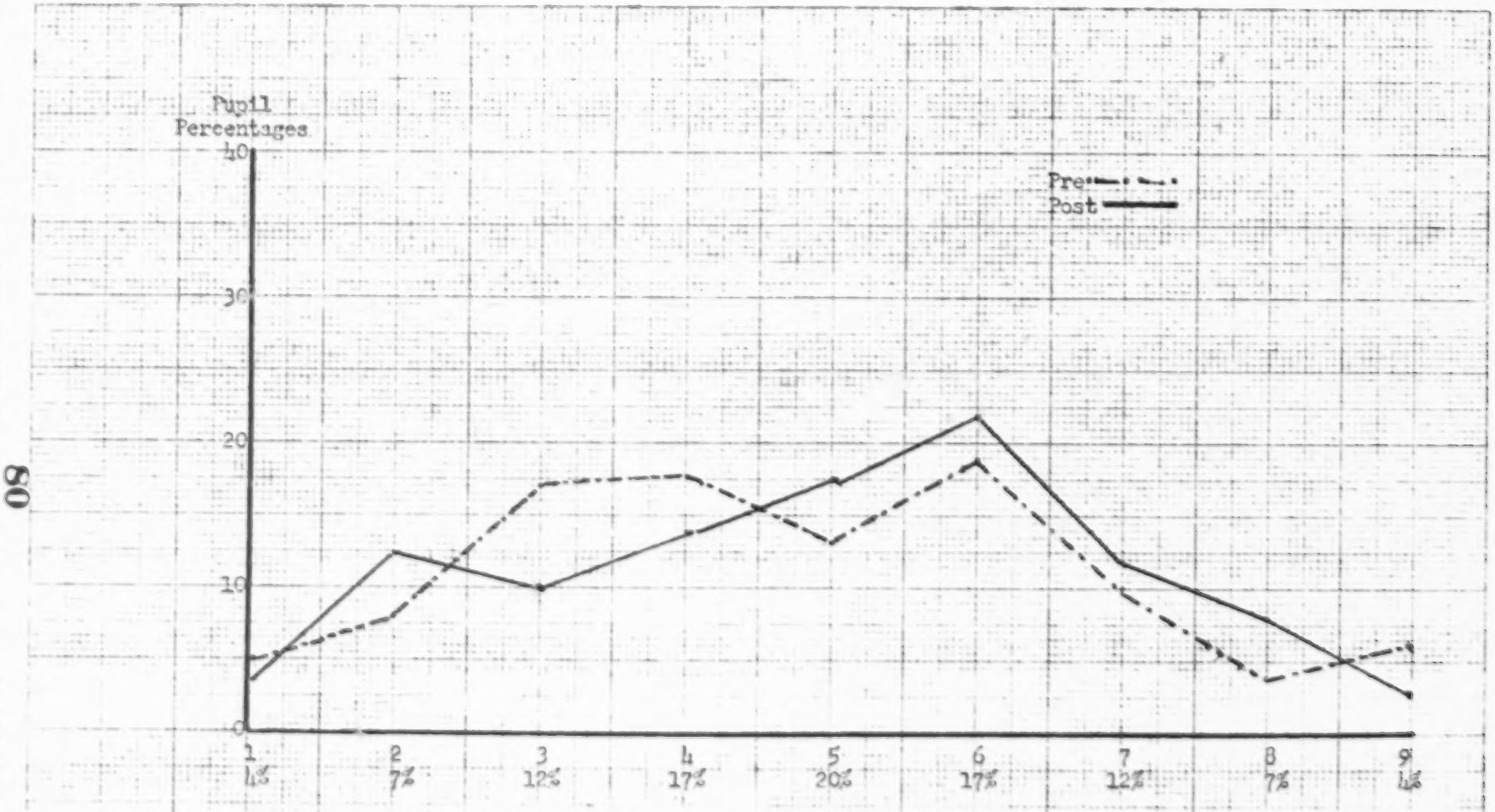

Fig.39.--Improvement in Mathematics Concepts shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Mathematics Concepts made on the Metropolitan Achievement Tests: Elementary, Form G, and Intermediate, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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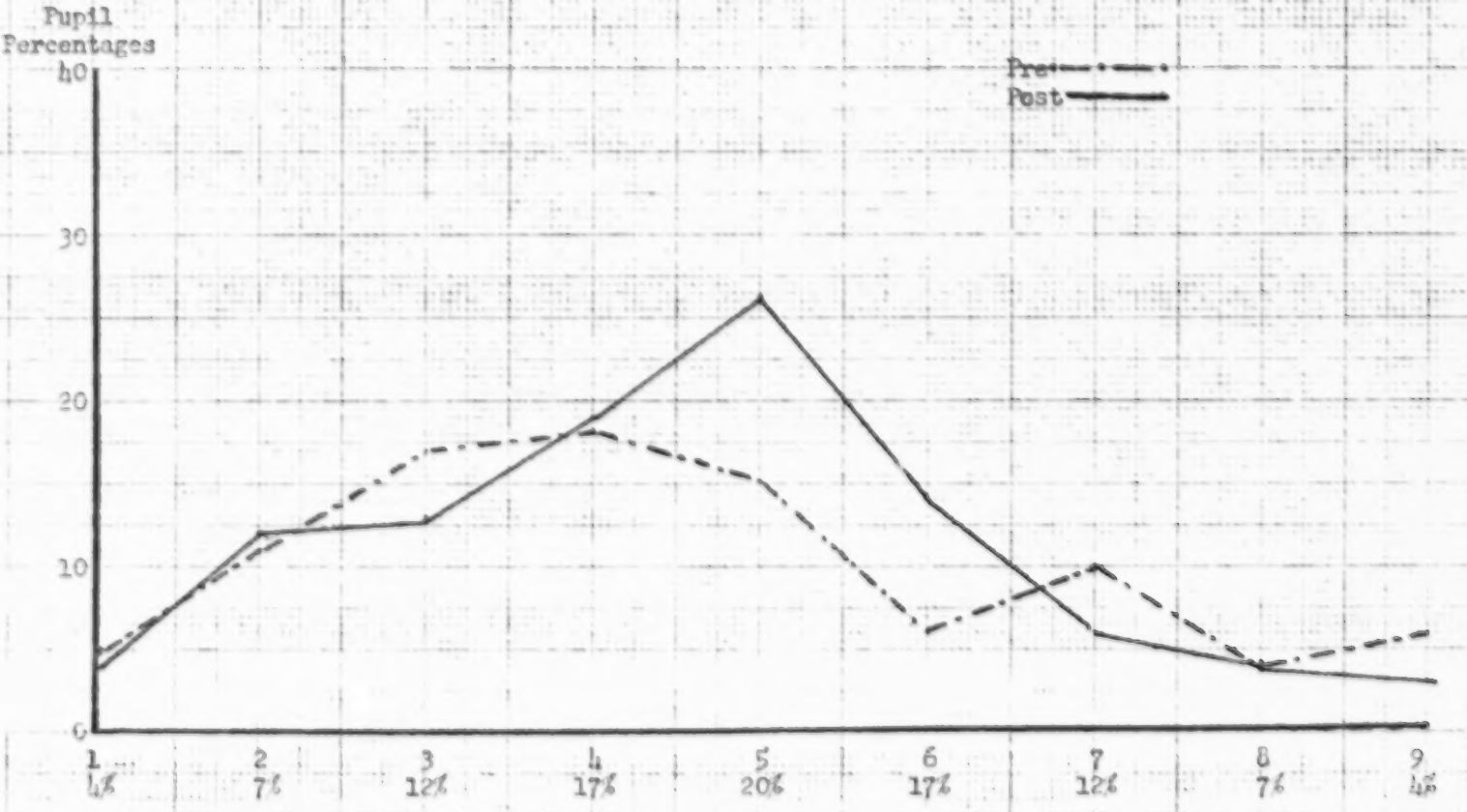

Fig.40.--Improvement in Mathematics Problem Solving shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Mathematics Problem Solving on the Metropolitan Achievement Test: Elementary, Form G, and Intermediate Form F and reported by differences in pupil percentages at each of the nine stanine levels.

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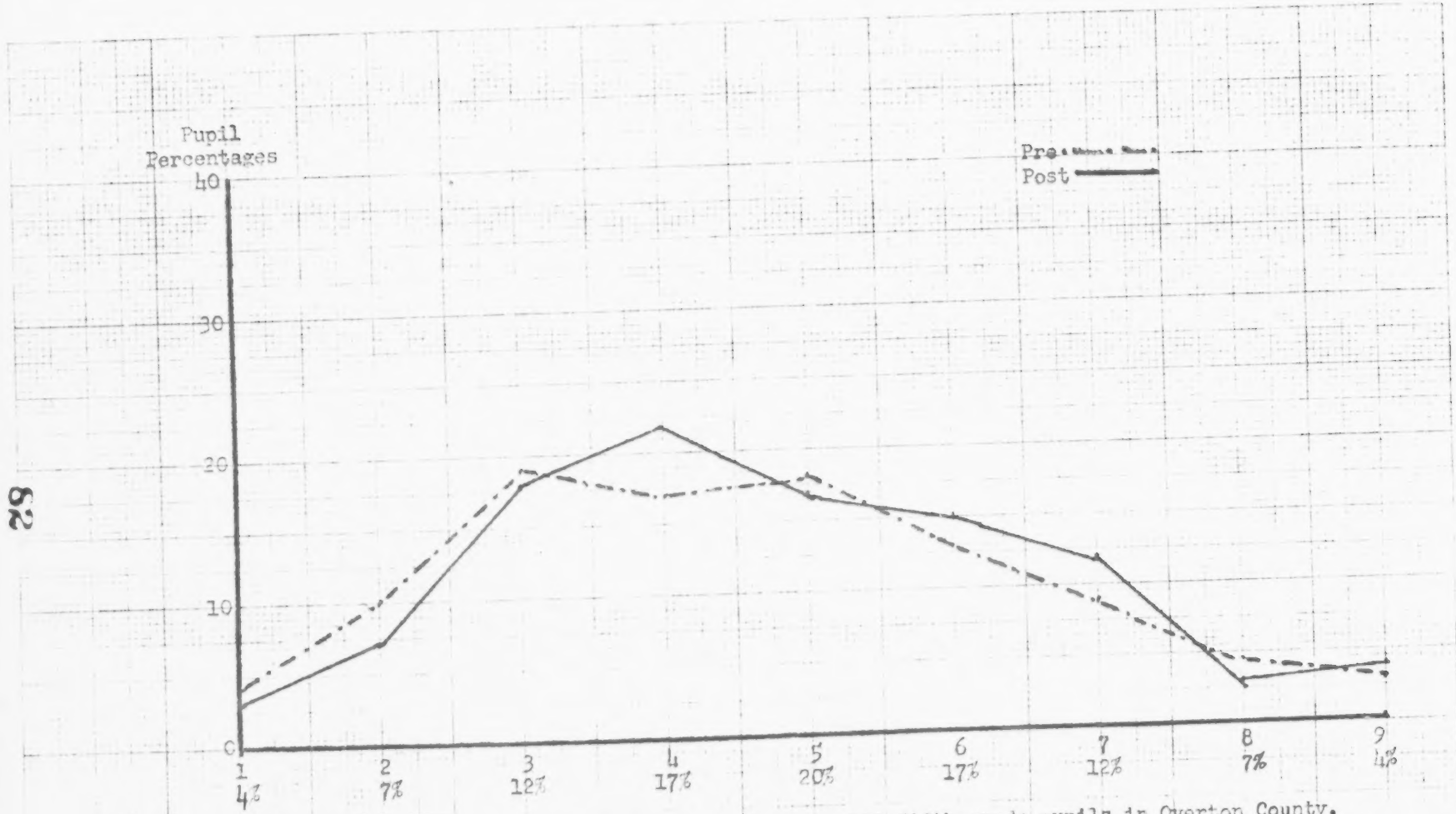

Fig.41.--Improvement in Total Mathematics shown by 223 fifth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Total Mathematics made on the Metropolitan Achievement Tests: Elementary Form G and Intermediate Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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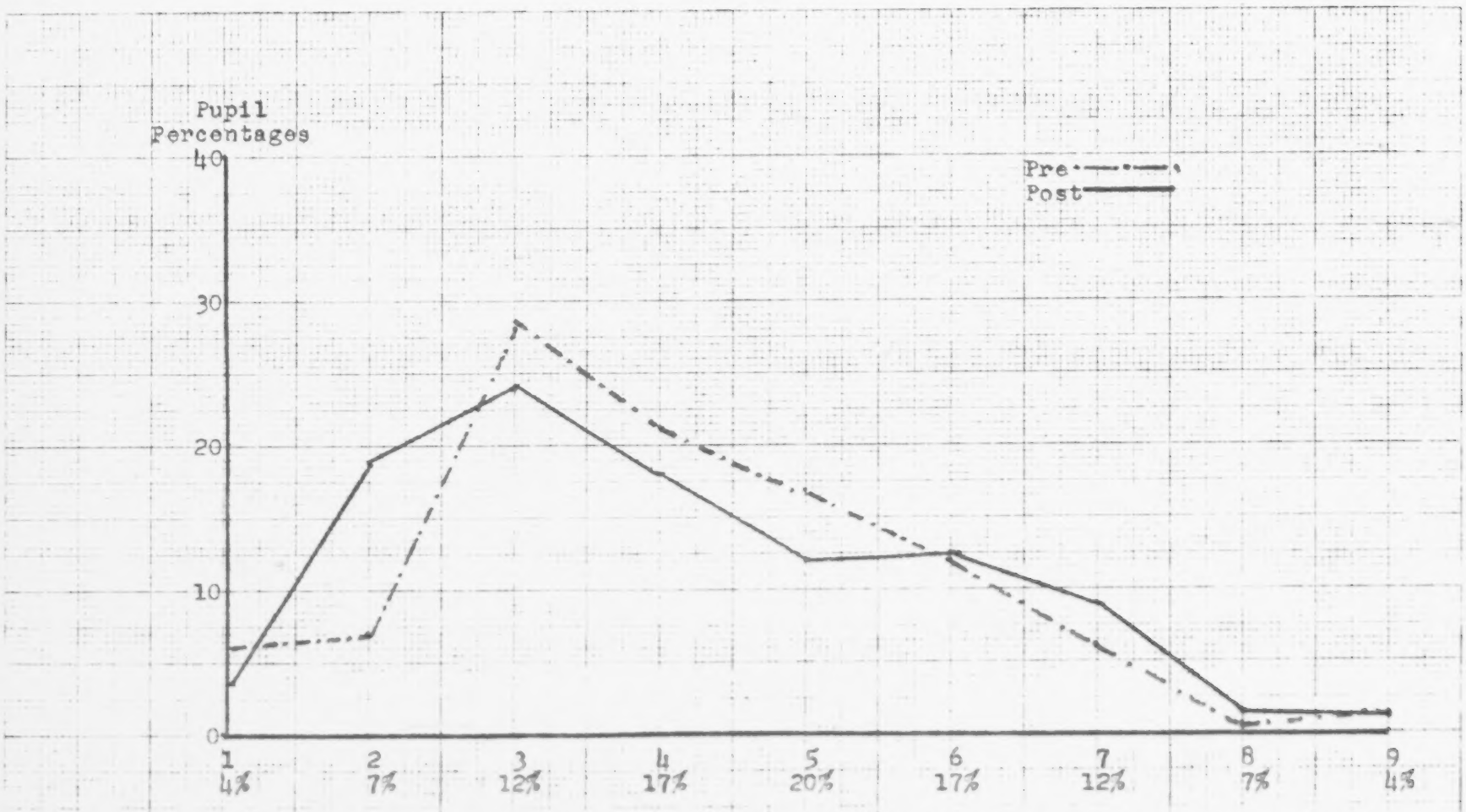

Fig.42.--Improvement in Word Knowledge shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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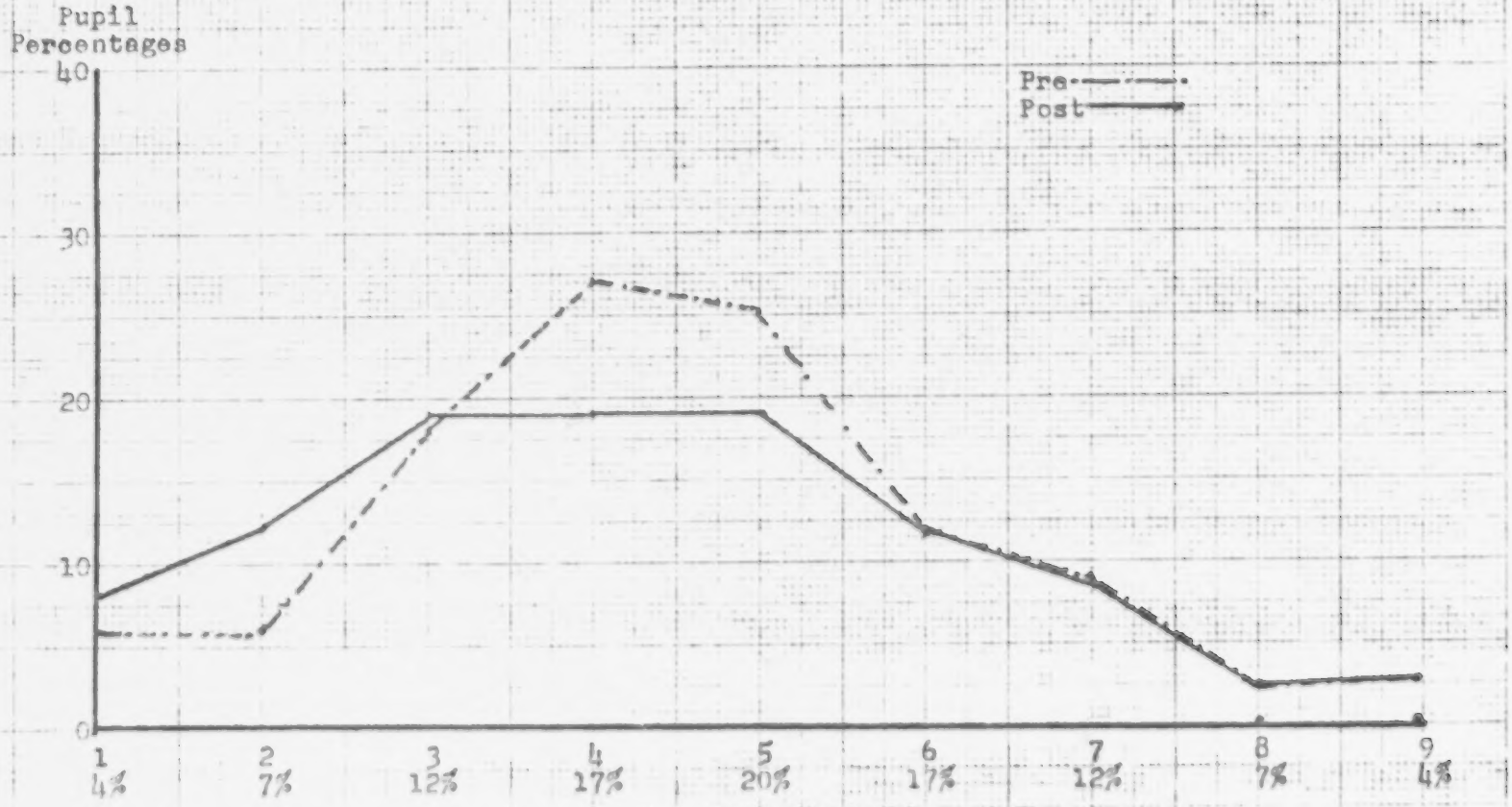

Fig.43.--Improvement in Reading shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Reading made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

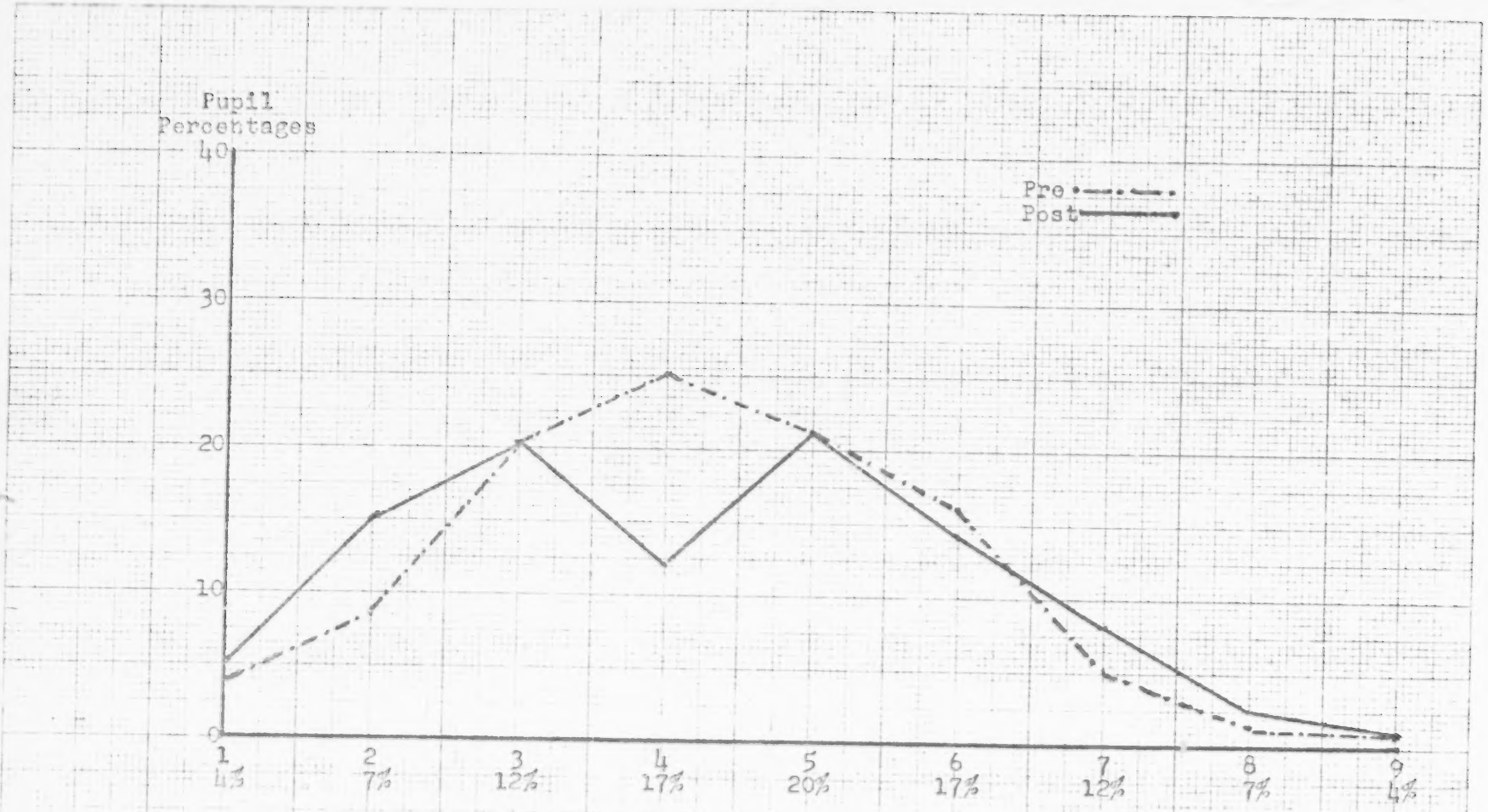

Fig.44.--Improvement in Total Reading shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre-and post-subtest scores in Total Reading made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

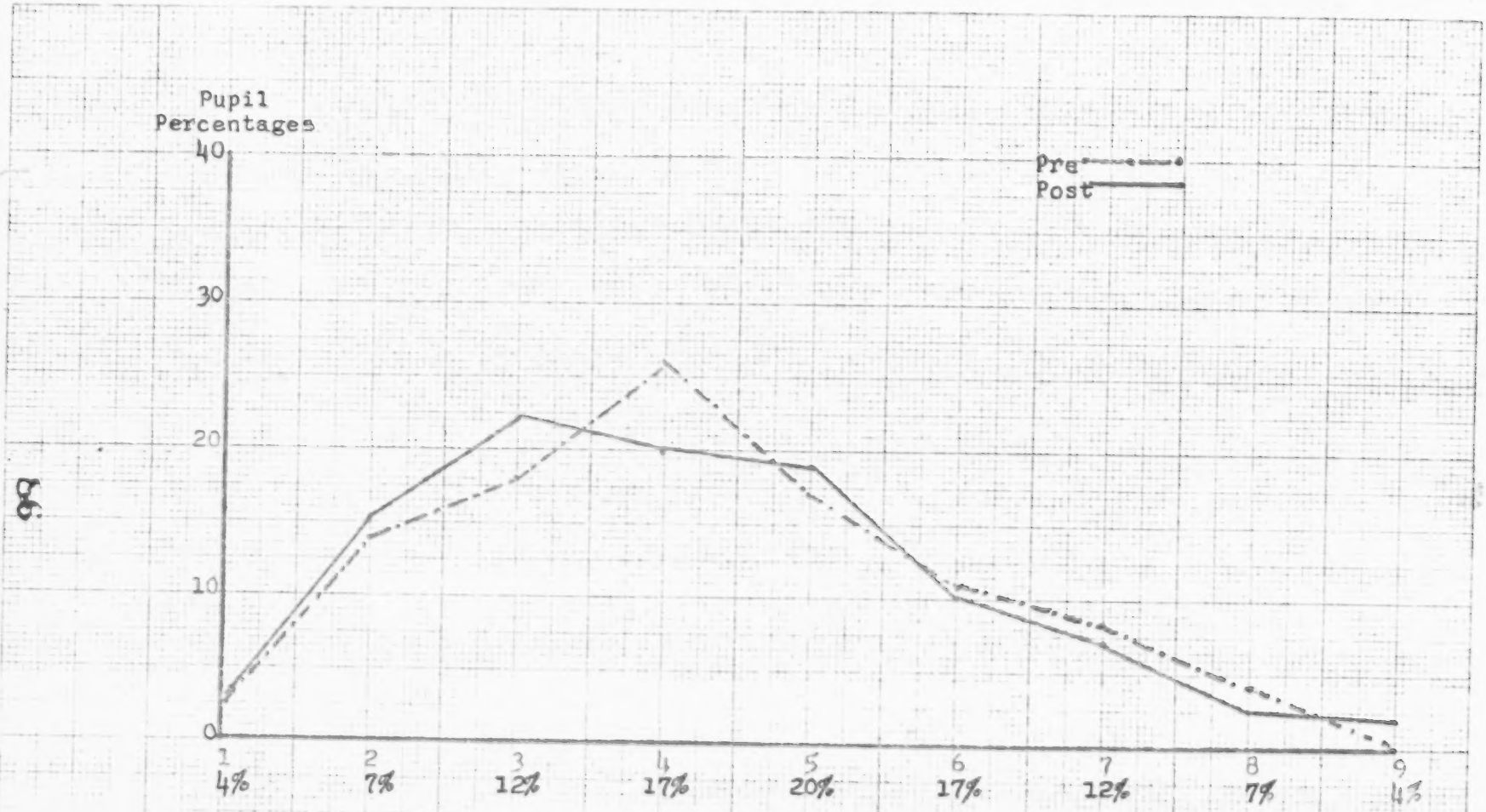

Fig.45.--Improvement in Language shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Language made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

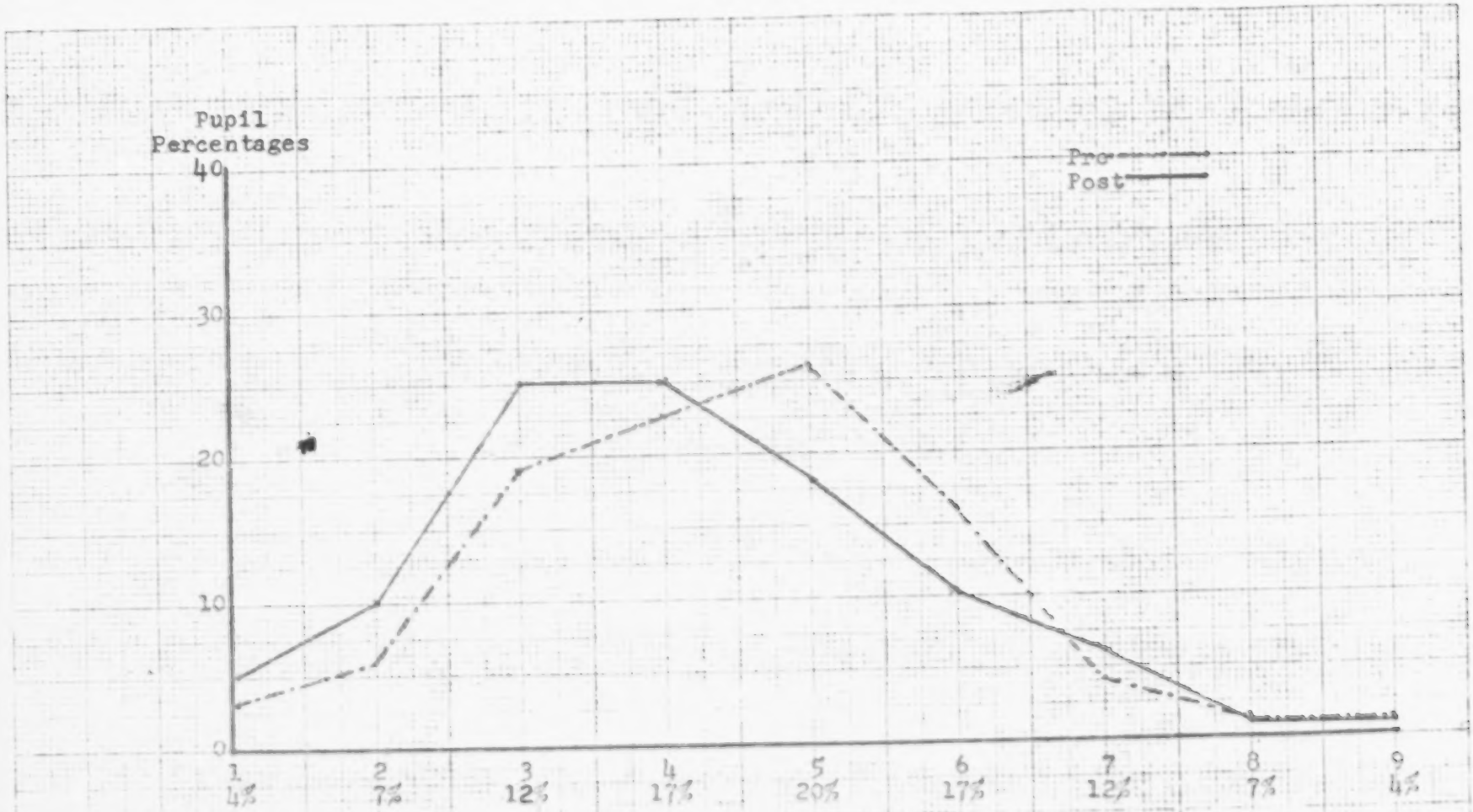

Fig.46.--Improvement in Spelling shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1970-71, based on differences between pre- and post-subtest scores in Spelling made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

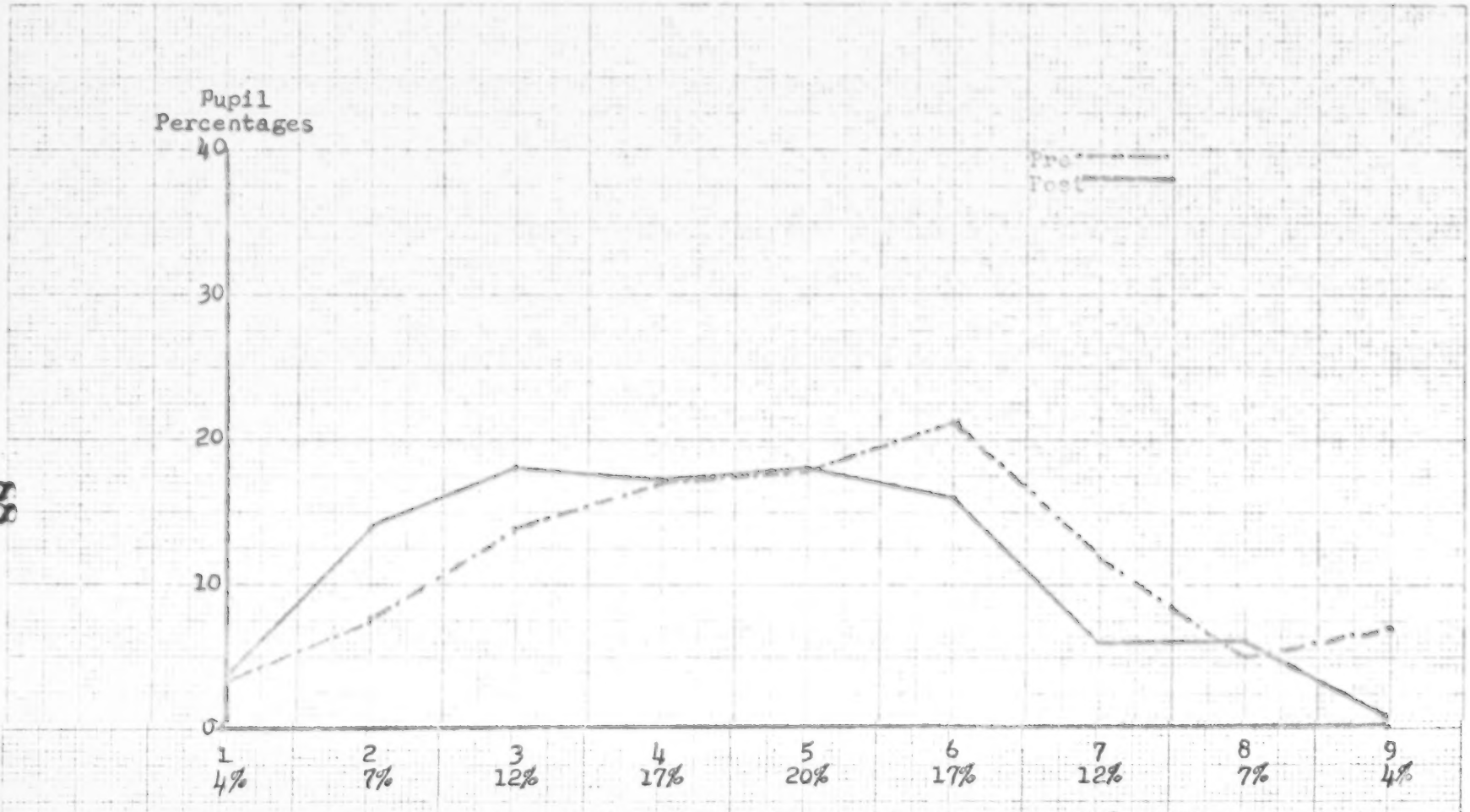

Fig. 47.--Improvement in Mathematics: Computation shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Computation made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

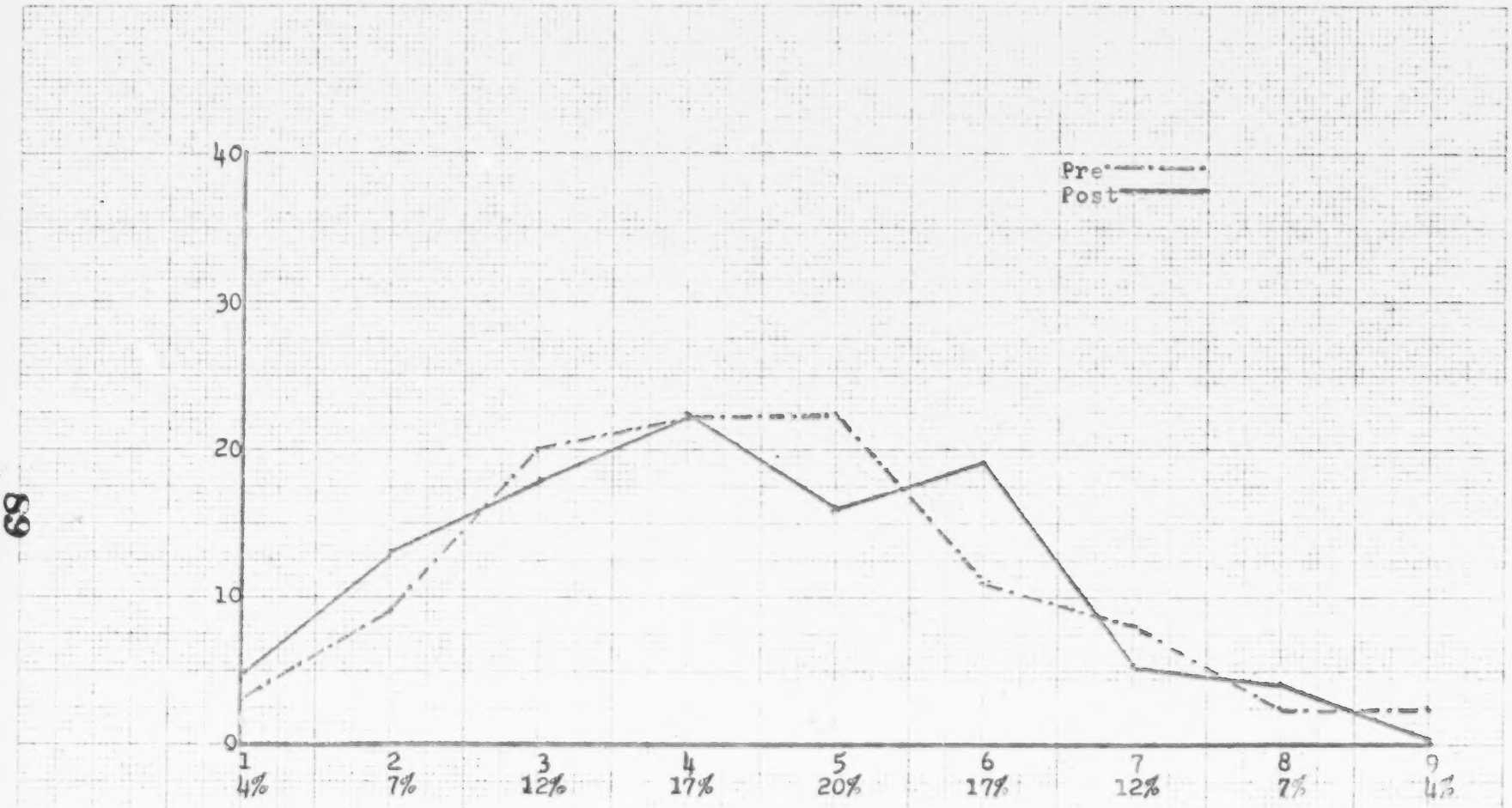

Fig.48.--Improvement in Mathematics Concepts shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics Concepts made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

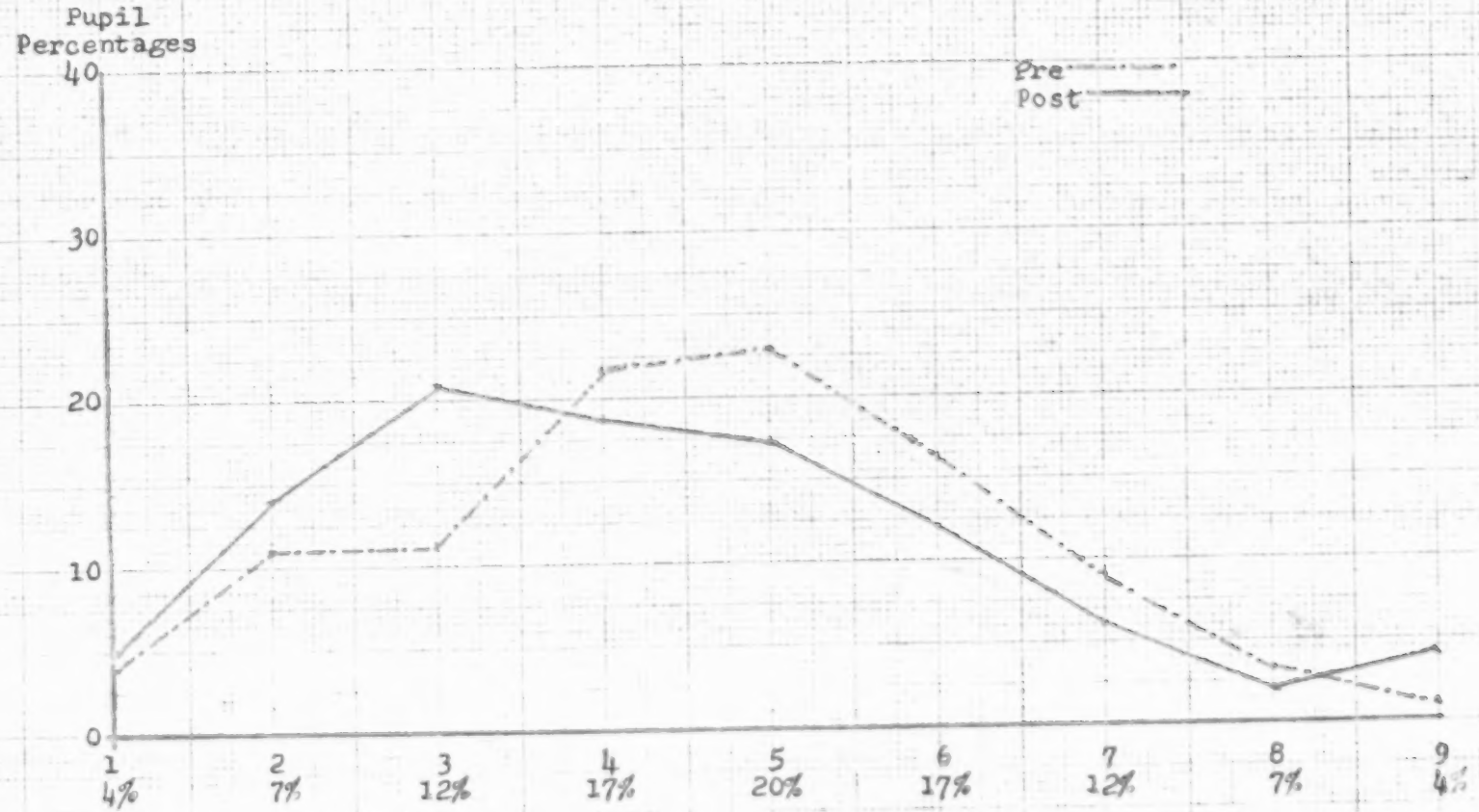

Fig.49.--Improvement in Mathematics: Problem Solving shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Problem Solving made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

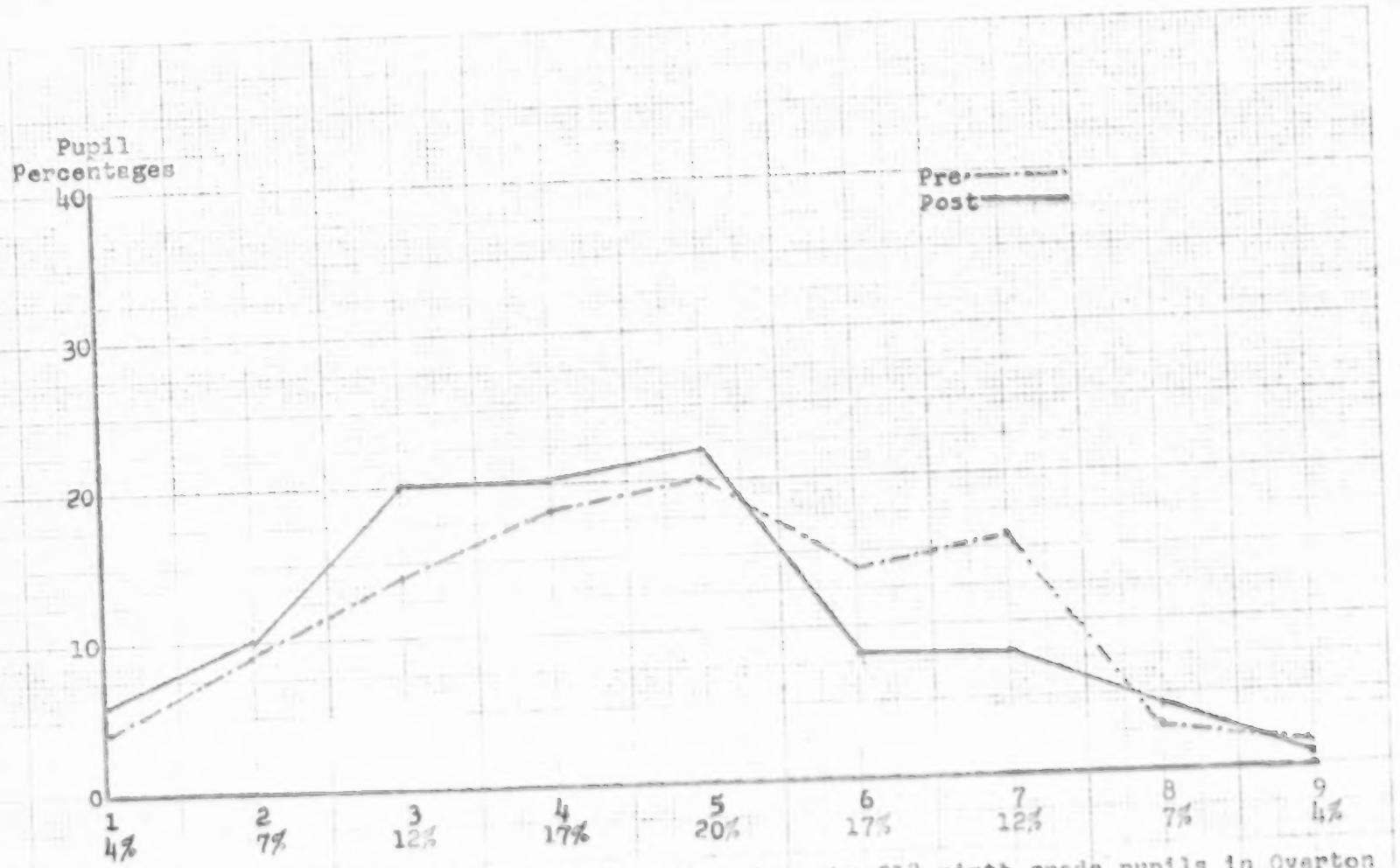

Fig. 50.--Improvement in Total Mathematics shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Total Mathematics made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

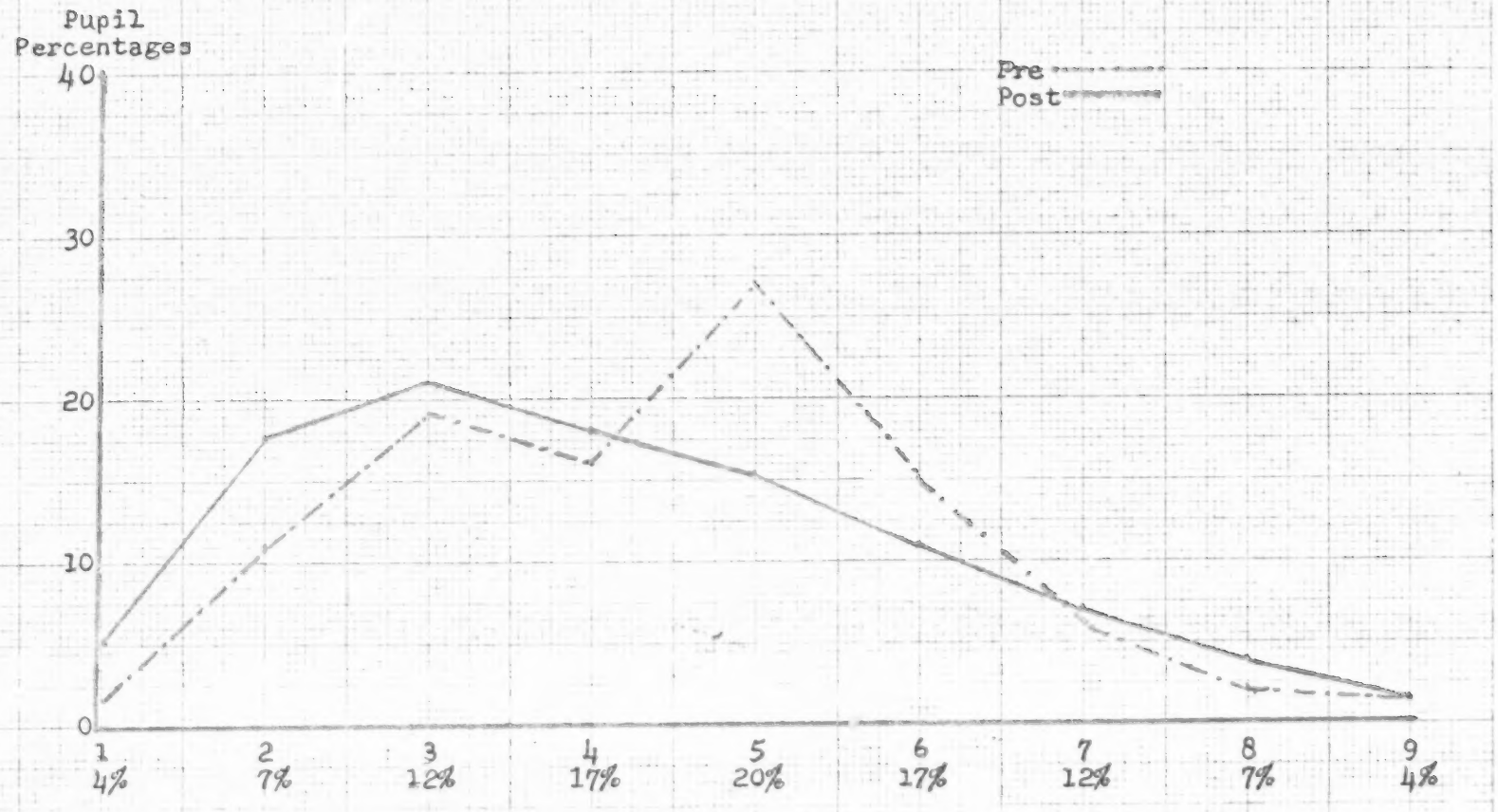

Fig. 51.--Improvement in Science shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences betweeen pre- and post-subtest scores in Science made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

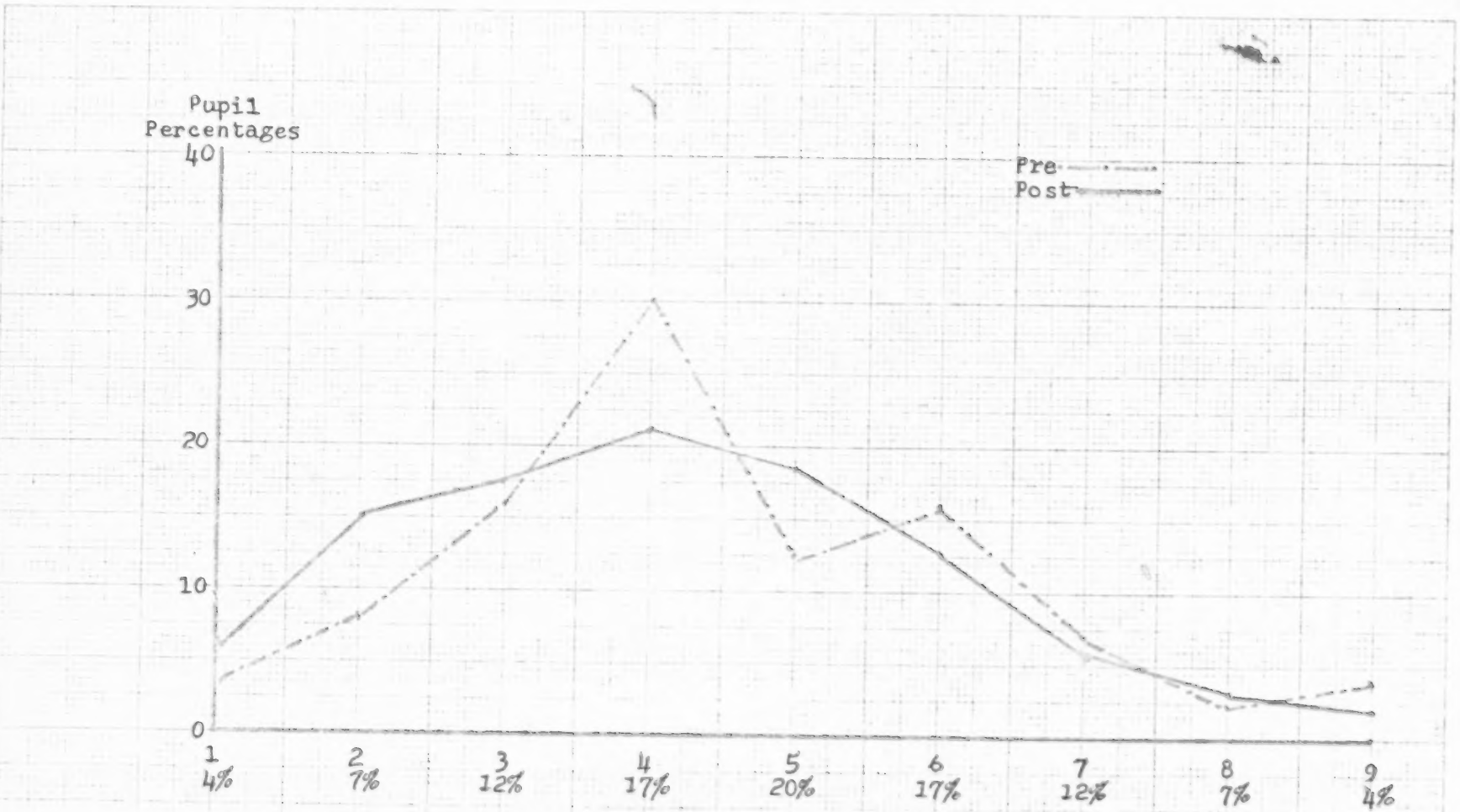

Fig.52.--Improvement in Social Studies shown by 218 sixth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Social Studies made on the Metropolitan Achievement Tests: Intermediate, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

SECTION V

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT - A VERBAL AND GRAPHICAL PRESENTATION OF PRE- AND POST-TESTING IN COMMUNICATION AND COMPUTATIONAL SKILL DEVELOPMENT, SOCIAL STUDIES, AND SCIENCE (GRADES 7, 8, AND 9)

The graphs presented in Figures 53 through 78 reveal the change in pupil achievement made by the pupils in grades 7, 8, and 9, in the respective subtest areas between pre- and post-testing periods, 1971 and 1972. They are based on the Metropolitan Achievement Tests: Advanced, Forms G and F, for grades 7, 8, and 9.

The pupil achievement areas include Word Knowledge, Reading, Language, Spelling, Mathematics, Social Studies, and Science.

In the verbal report the percentages given for each of the subtest areas in each of the grades were derived from the 1972 Metropolitan Tests findings. They are based on pupil percentages at each of the 4, 5 and 6, and 7, 8, and 9 stanine levels and presented in the respective graphs by means of unbroken lines (Figures 53-78).

Reading Achievement: Word Knowledge
(Grade 7 - 272 Pupils)

Only 66 per cent (176) of the 272 pupils in the seventh grade were found at or above the average level in Word Knowledge.

Reading Achievement: Reading
(Grade 7 - 272 Pupils)

Sixty-three per cent (173) of the seventh grade pupils appeared at or above the average level in Reading.

Reading Achievement: Total Reading
(Grade 7 - 272 Pupils)

Only 63 per cent (171) of the 272 seventh graders appeared at or above the average level in Total Reading.

Language Achievement
(Grade 7 - 272 Pupils)

Sixty-five per cent (178) of the 272 seventh graders appeared at or above the average level in Language.

Spelling Achievement
(Grade 7 - 272 Pupils)

Seventy per cent (189) of the 272 seventh graders were found at or above the average level in Spelling.

Mathematics: Computation
(Grade 7 - 272 Pupils)

Seventy-eight per cent (185), one point more than is normally expected, of the total 272 seventh grade pupils appeared at or above average in Mathematics: Computation.

Mathematics: Concepts
(Grade 7 - 272 Pupils)

Seventy-four per cent (204) of the total 272 seventh graders reached the average or above average level in Mathematics: Concepts.

Mathematics: Problem Solving
(Grade 7 - 272 Pupils)

Seventy-one per cent (196) of the county wide group of seventh grade pupils appeared at or above the average level in Mathematics: Problem Solving.

Mathematics: Total Mathematics
(Grade 7 - 272 Pupils)

Seventy-four per cent (202) of the total 272 seventh graders reached the average or above average level in Mathematics: Total Mathematics.

Social Studies Achievement
(Grade 7 - 272 Pupils)

Sixty-seven per cent (174) of the 272 pupils in the seventh grade appeared at or above the average level in Social Studies.

Science Achievement
(Grade 7 - 272 Pupils)

Only 63 per cent (170) seventh graders reached the at or above average level in Science.

SUMMARY

(Grade 7 - 272 Pupils)

In only one subtest area, Mathematics: Computation did the 272 children in grade 7 appear at the average or above average level and in this subject they exceeded the normally expected percentage by only one point.

Reading Achievement: Word Knowledge
(Grade 8 - 232 Pupils)

Fifty-seven per cent (134) of the eighth-grade pupils, in 1972, achieved at or above the average level in Word Knowledge.

Reading Achievement: Reading
(Grade 8 - 232 Pupils)

Exactly 50 per cent (117) of the eighth graders were found to achieve at or above the average level in Reading.

Reading Achievement: Total Reading
(Grade 8 -232 Pupils)

Fifty-five per cent (131), slightly above half of the 232 children in grade 8 achieved at or above the average level in Total Reading.

Language Achievement
(Grade 8 - 232 Pupils)

Sixty-five per cent (153) of the eighth graders managed to appear at or above the average in Language Achievement.

Spelling Achievement
(Grade 8 - 232 Pupils)

Seventy-two per cent (166) of the pupils enrolled in grade 8 achieved at or above the average level in Spelling.

Mathematics: Computation
(Grade 8 - 232 Pupils)

Fifty-nine per cent of the eighth graders appeared at or above the average level in Mathematics: Computation.

Mathematics: Concepts
(Grade 8 - 232 Pupils)

Only 56 per cent (131) of the children in grade 8 reached the average or above average in Mathematics: Concepts.

Mathematics: Problem Solving
(Grade 8 - 232 Pupils)

Sixty-eight per cent (156) of the children in grade 8 appeared at or above average in Mathematics: Problem Solving.

Mathematics: Total Mathematics
(Grade 8 - 232 Pupils)

Only 55 per cent of the eighth grade (128) were found at or above average in Total Mathematics.

Social Studies Achievement
(Grade 8 - 232 Pupils)

Sixty-two per cent (145) of the eighth grade pupils achieved at or above the average level in Social Studies.

Science Achievement
(Grade 8 - 232 Pupils)

Sixty-five per cent (150) of the pupils in the eighth grade, 1971-72, reached the at or above average level in Science.

SUMMARY

(Grade 8 - 232 Pupils)

The 232 eighth grade pupils failed to reach the normally expected level of 77 per cent at or above the average level in all the subtest areas on which they were examined. The highest percentages appeared in Spelling (72 per cent at or

above average level) and Mathematics: Problem Solving (68 per cent).

Social Studies Achievement
(Grade 9 - 155 Pupils)

Seventy-nine per cent (114) of the pupils in the ninth grade appeared at or above the average level in Social Studies.

Science Achievement
(Grade 9 - 155 Pupils)

Seventy-one per cent (109) of the ninth graders managed to appear at or above the average level in Science.

Reading Achievement: Reading
(Grade 9 - 155 Pupils)

Seventy-four per cent (114) of the pupils in the ninth grade appeared at or above the average level in Reading.

Language Achievement
(Grade 9 - 155 Pupils)

Sixty-six per cent (100) of the ninth grade pupils were found at or above the average level in Language.

Spelling Achievement
(Grade 9 - 155 Pupils)

Seventy-three per cent (112) of the 155 ninth graders appeared at or above the average level in Spelling.

Mathematics: Computation
(Grade 9 - 155 Pupils)

Only 60 per cent (84) of the 155 pupils in the ninth grade were found average or above average in Reading.

Mathematics: Problem Solving
(Grade 9 - 155 Pupils)

Only 58 per cent (80) of the pupils in grade 9 were able to reach the average or above average level in Mathematics: Problem Solving.

SUMMARY

(Grade 9 - 155 Pupils)

The 155 ninth grade pupils appeared at the average or above average level in only one subtest area: Social Studies. It shows a gain above the normally expected of only two percentage points.

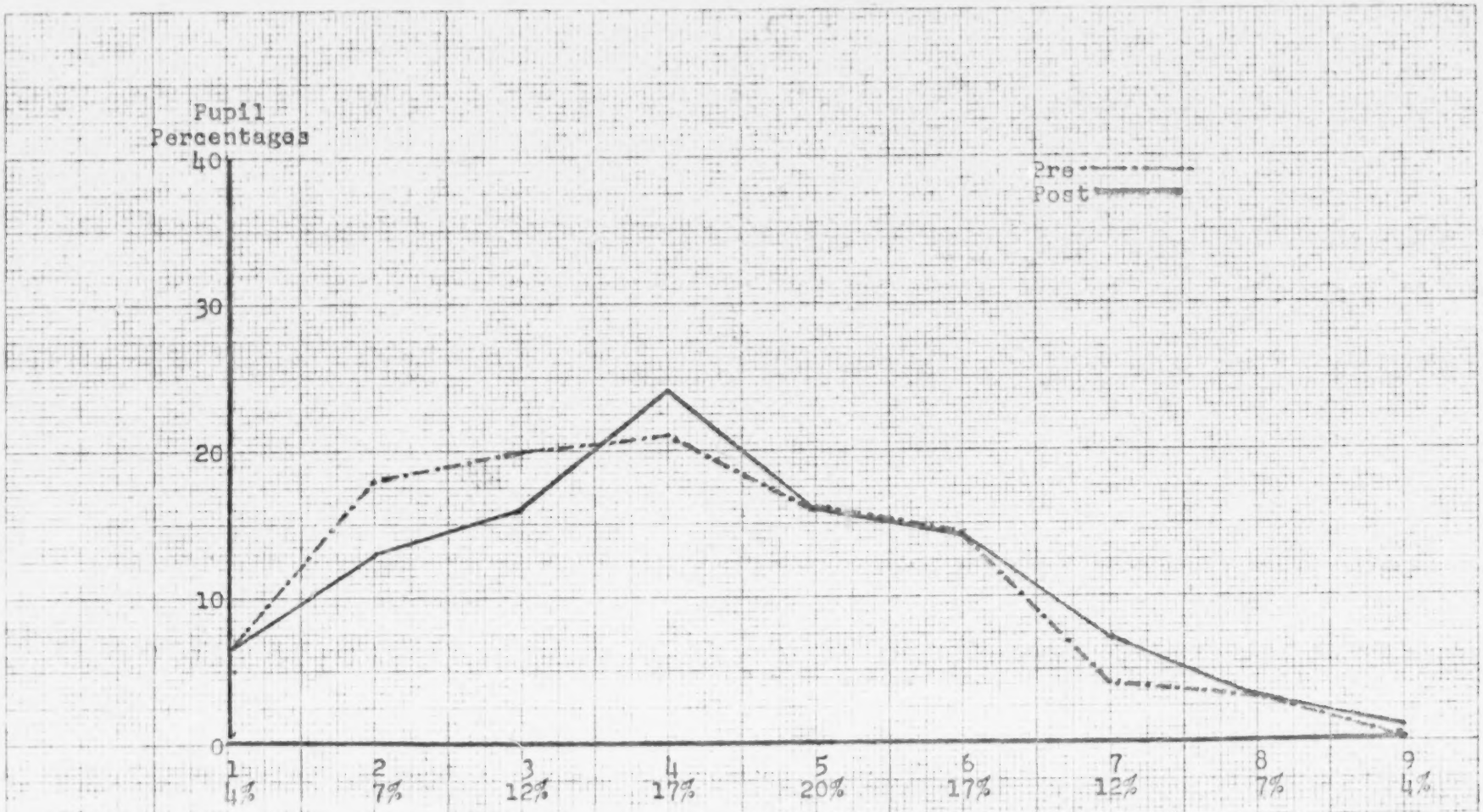

Fig.53.--Improvement in Word Knowledge shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

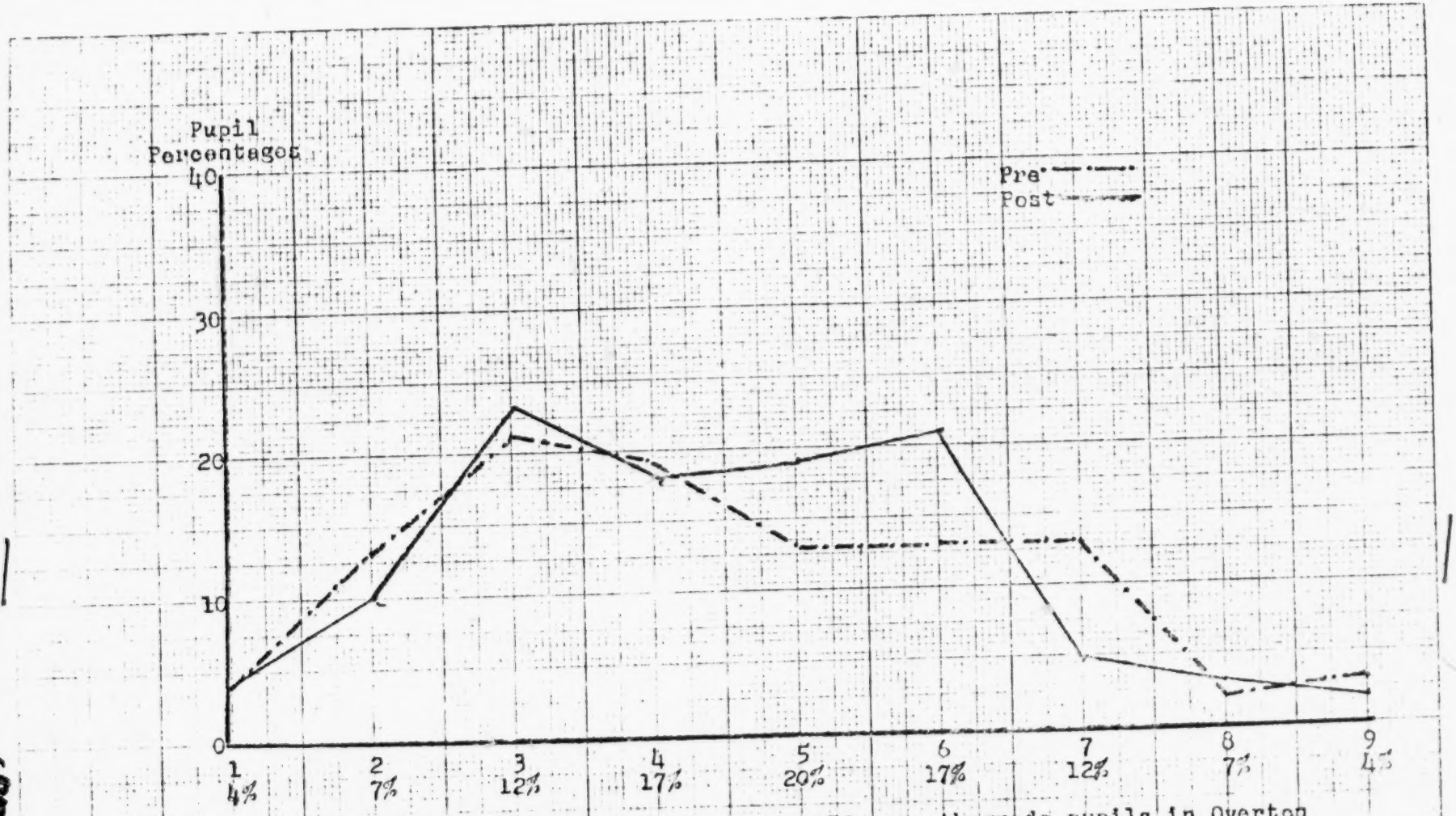

Fig. 54.--Improvement in Reading shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Reading made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

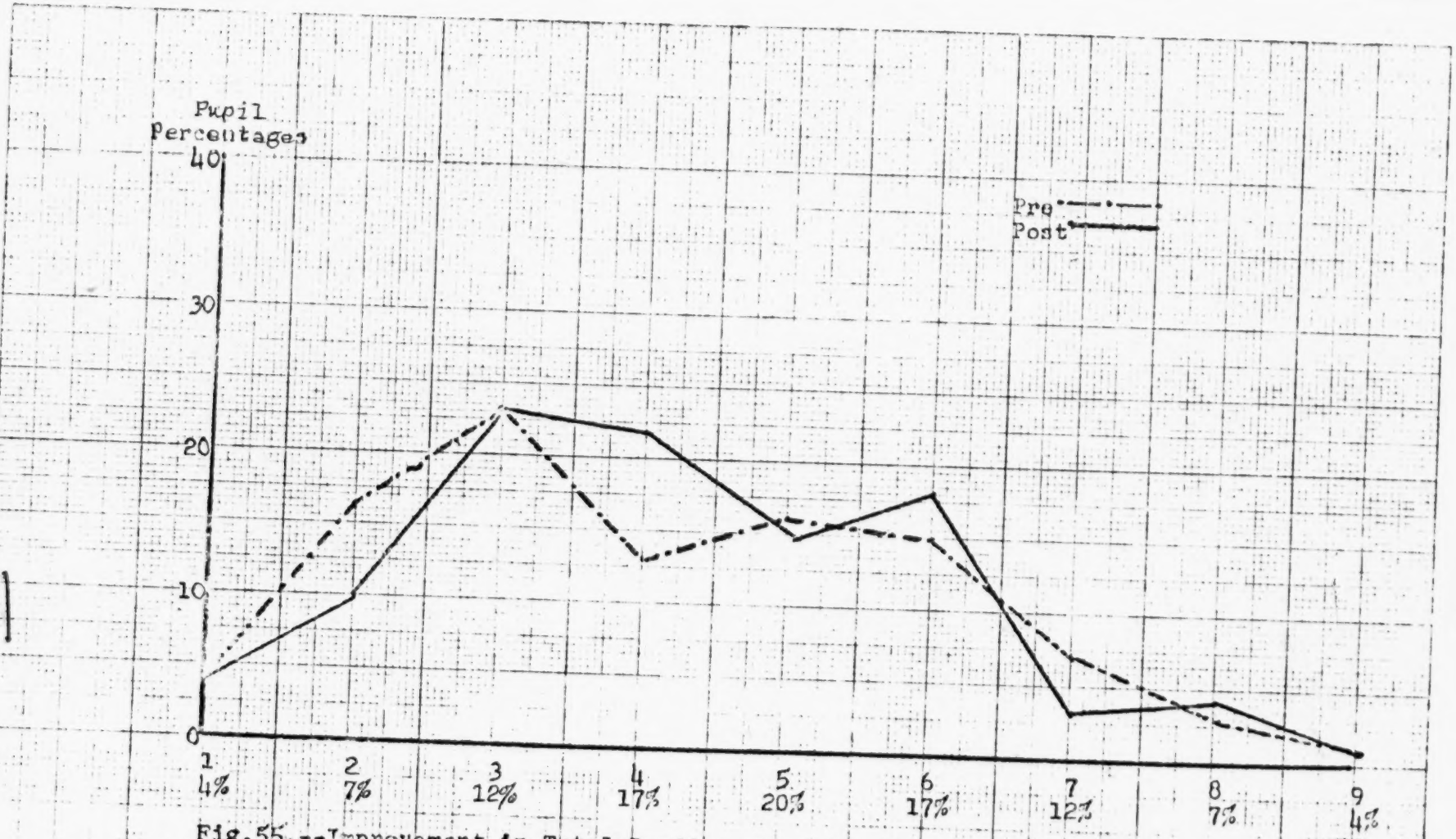

Fig.55.--Improvement in Total Reading shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Total Reading made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

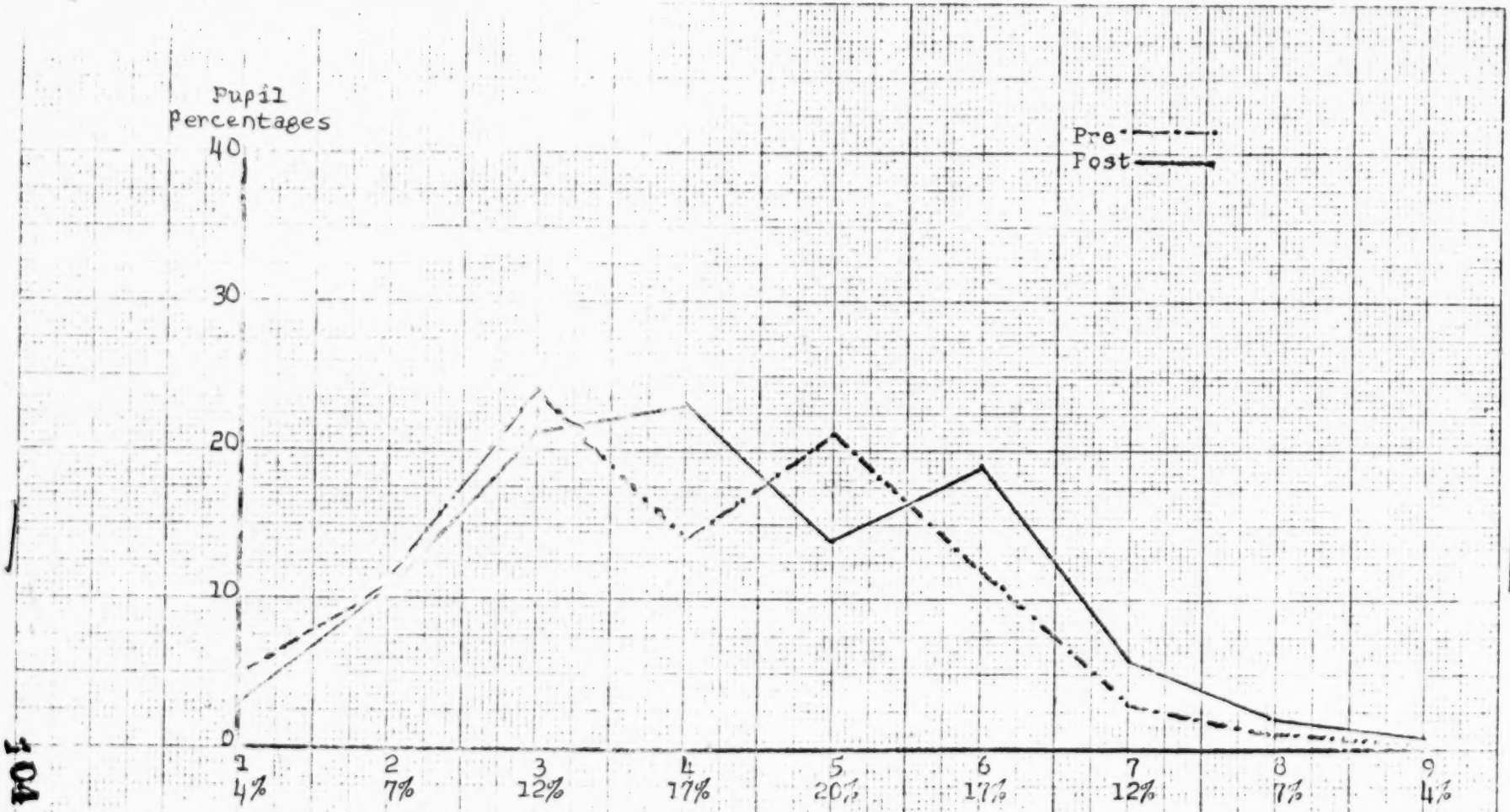

Fig.56.--Improvement in Language shown by 272 seventh-grade pupils in Overton County Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Language made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

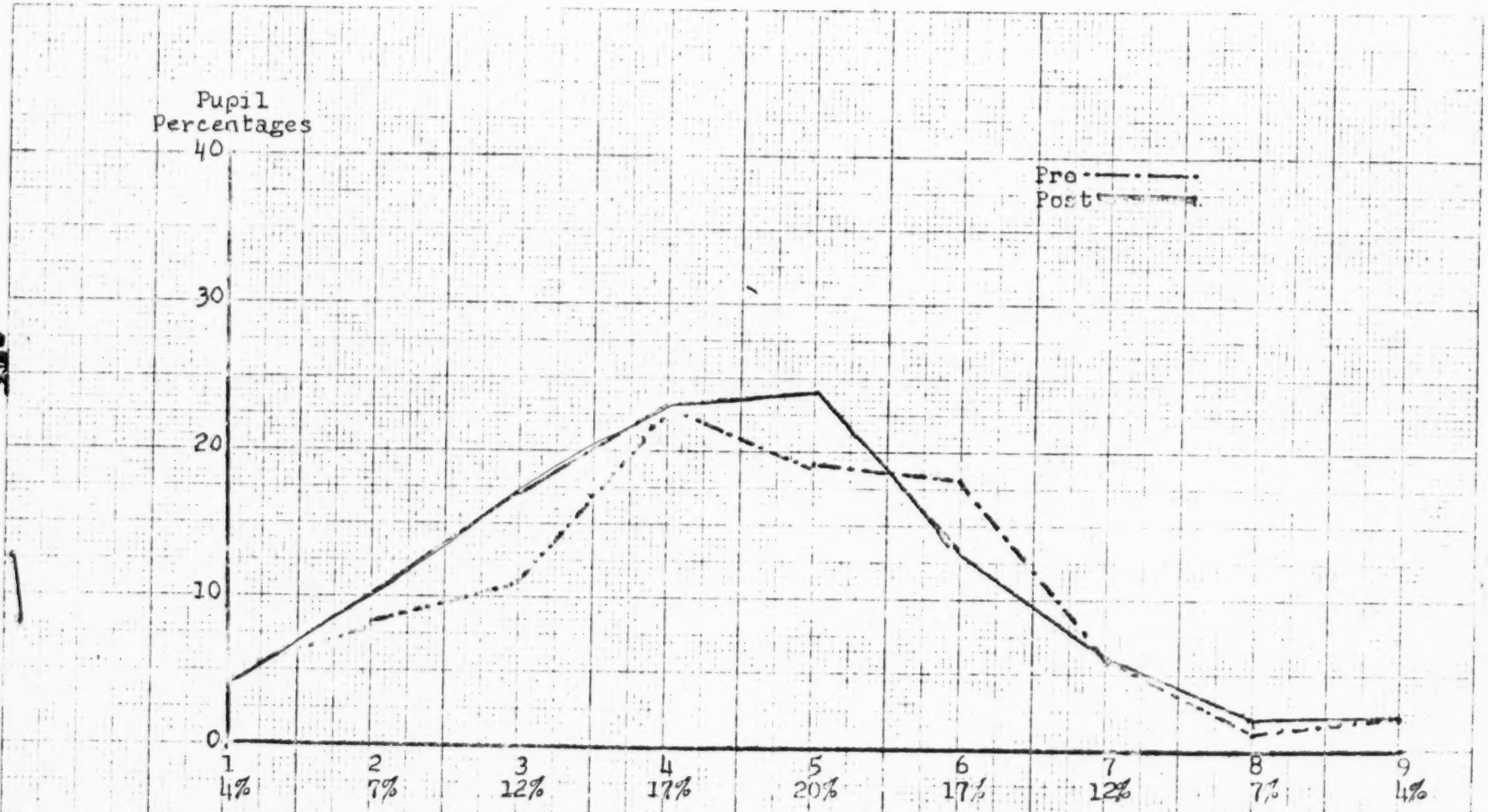

Fig.57.--Improvement in Spelling shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Spelling made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

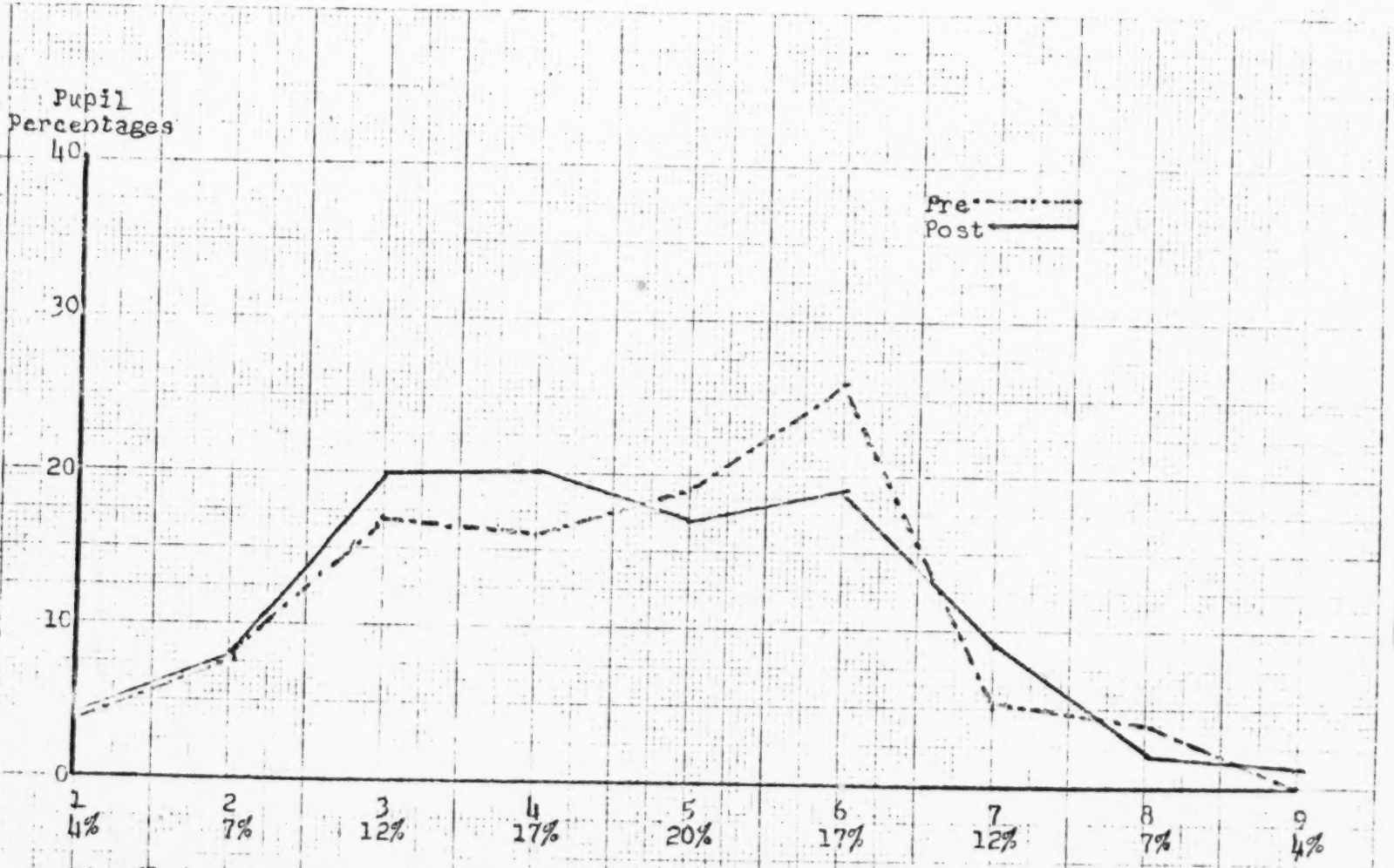

Fig.58.--Improvement in Mathematics: Computation shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics Computation made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by diffenences in pupil percentages at each of the nine stanine levels.

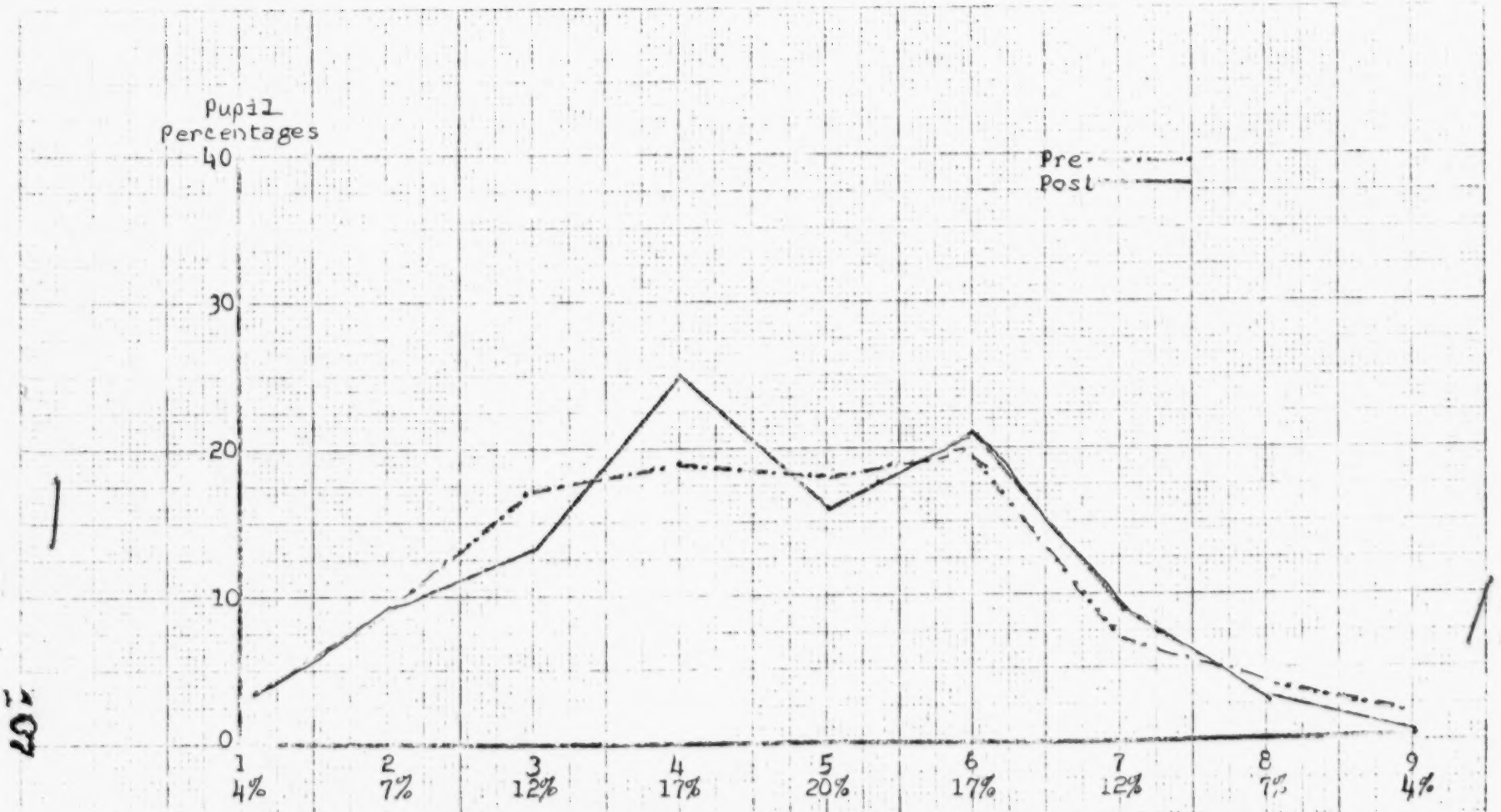

Fig.59.--Improvement in Mathematics: Concepts shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Mathematics: Concepts made on the Metropolitan Achievement Tests:, Advanced, Forms C and E, and reported by differences in pupil percentages at each of the nine stanine levels.

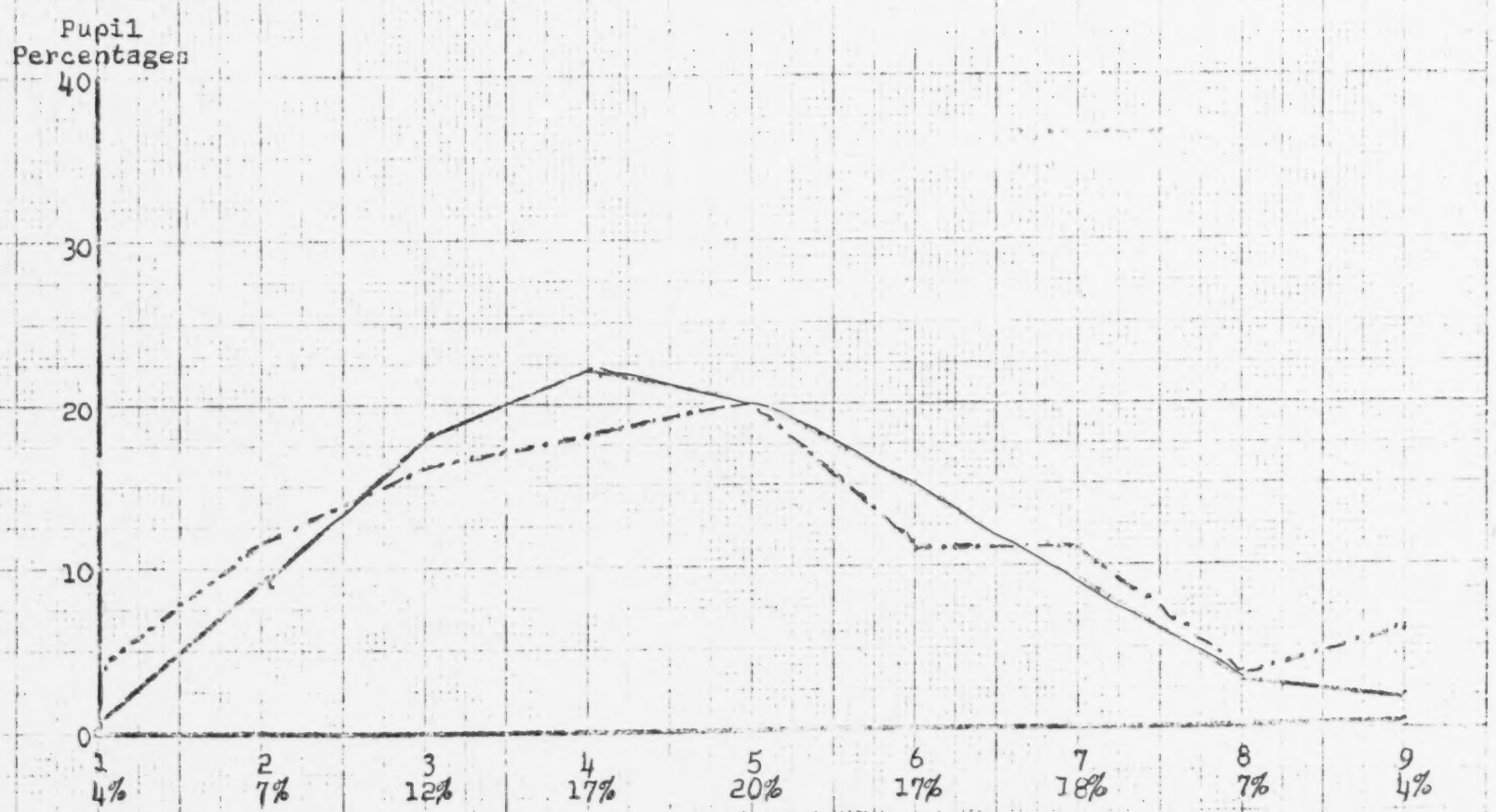

Fig.60.--Improvement in Mathematics: Problem Solving shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Problem Solving made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

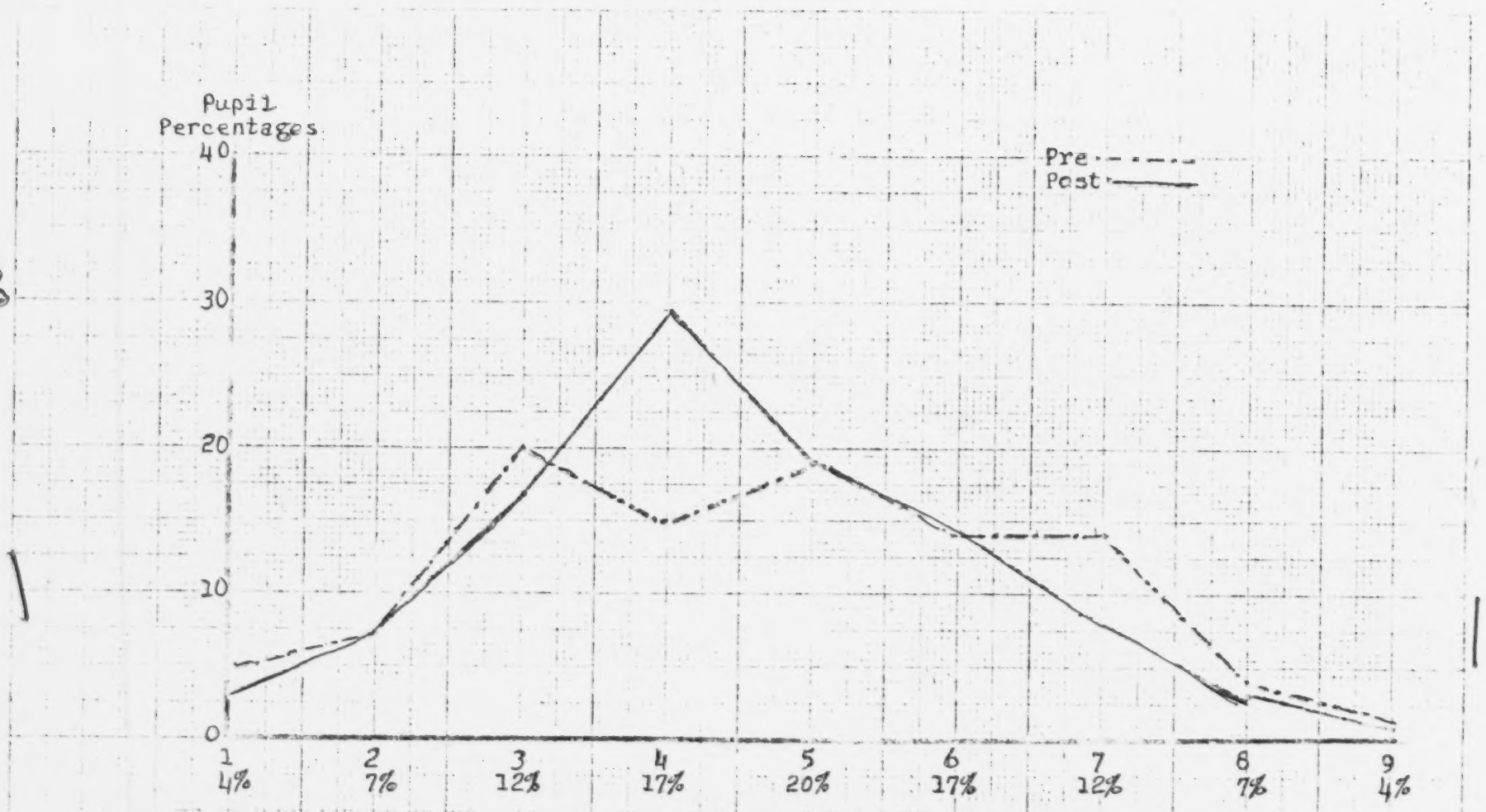

Fig.61.--Improvement in Total Mathematics shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Total Mathematics made on the Metropolitan Achievement Tests: Advanced, Forms Grand F, and reported by differences in pupil percentages at each of the nine stanine levels.

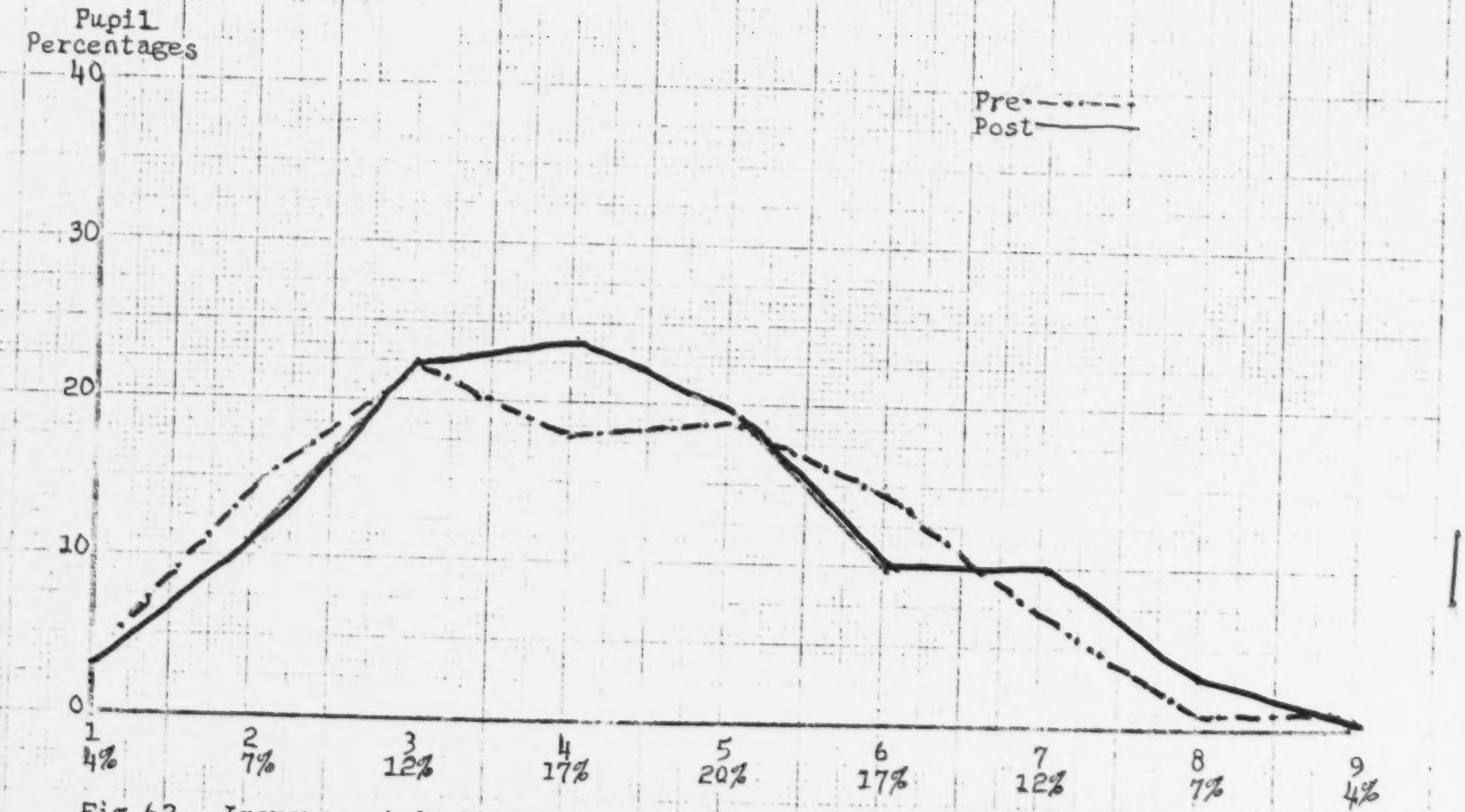

Fig.62.--Improvement in Social Studies shown by 272 seventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Social Studies made on the Metropolitan Achievement Tests: Advanced, forms G and E, and reported by differences in pupil percentages at each of the nine stanine levels.

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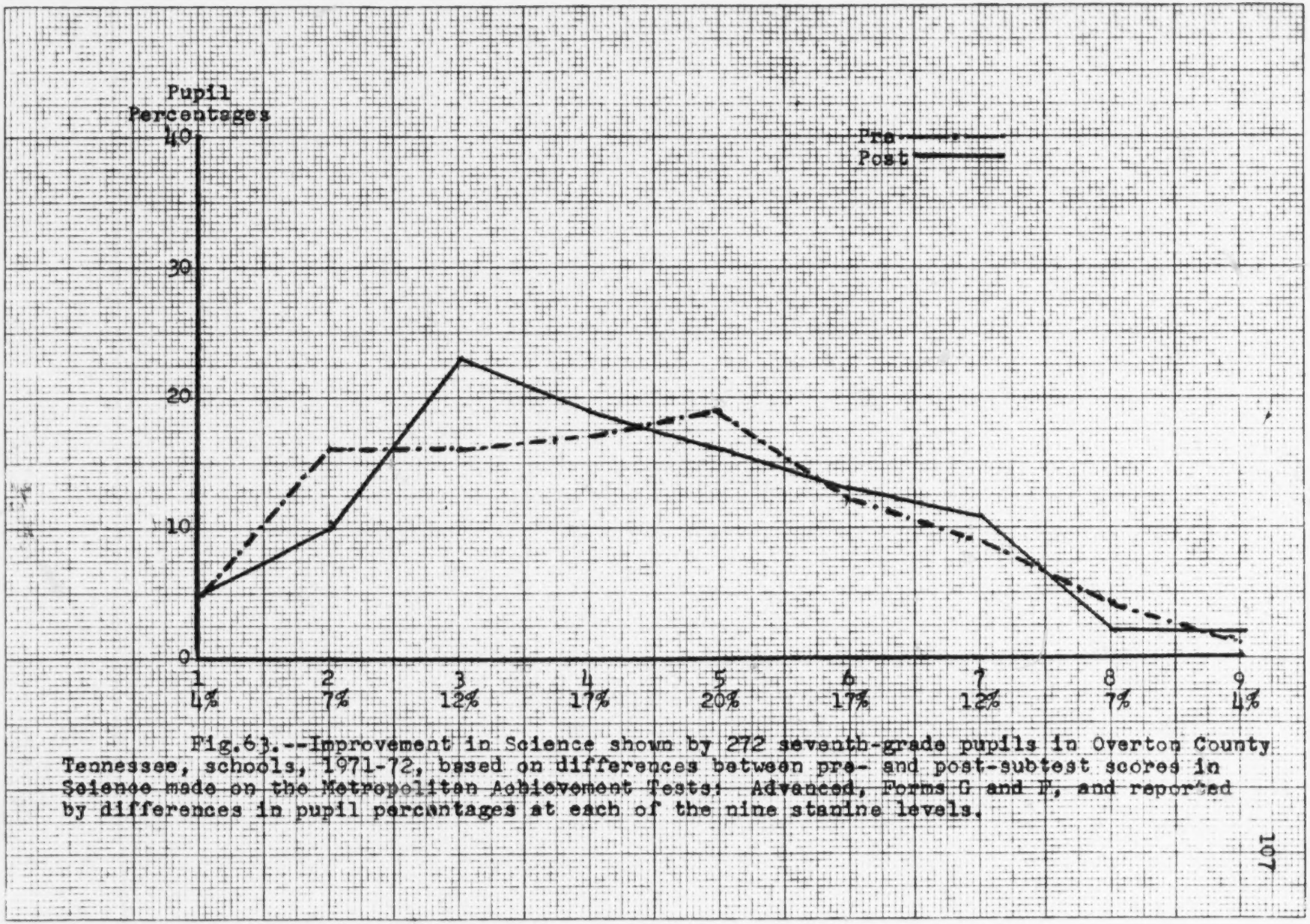

Fig.63.--Improvement in Science shown by 272 seventh-grade pupils in Overton County Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Science made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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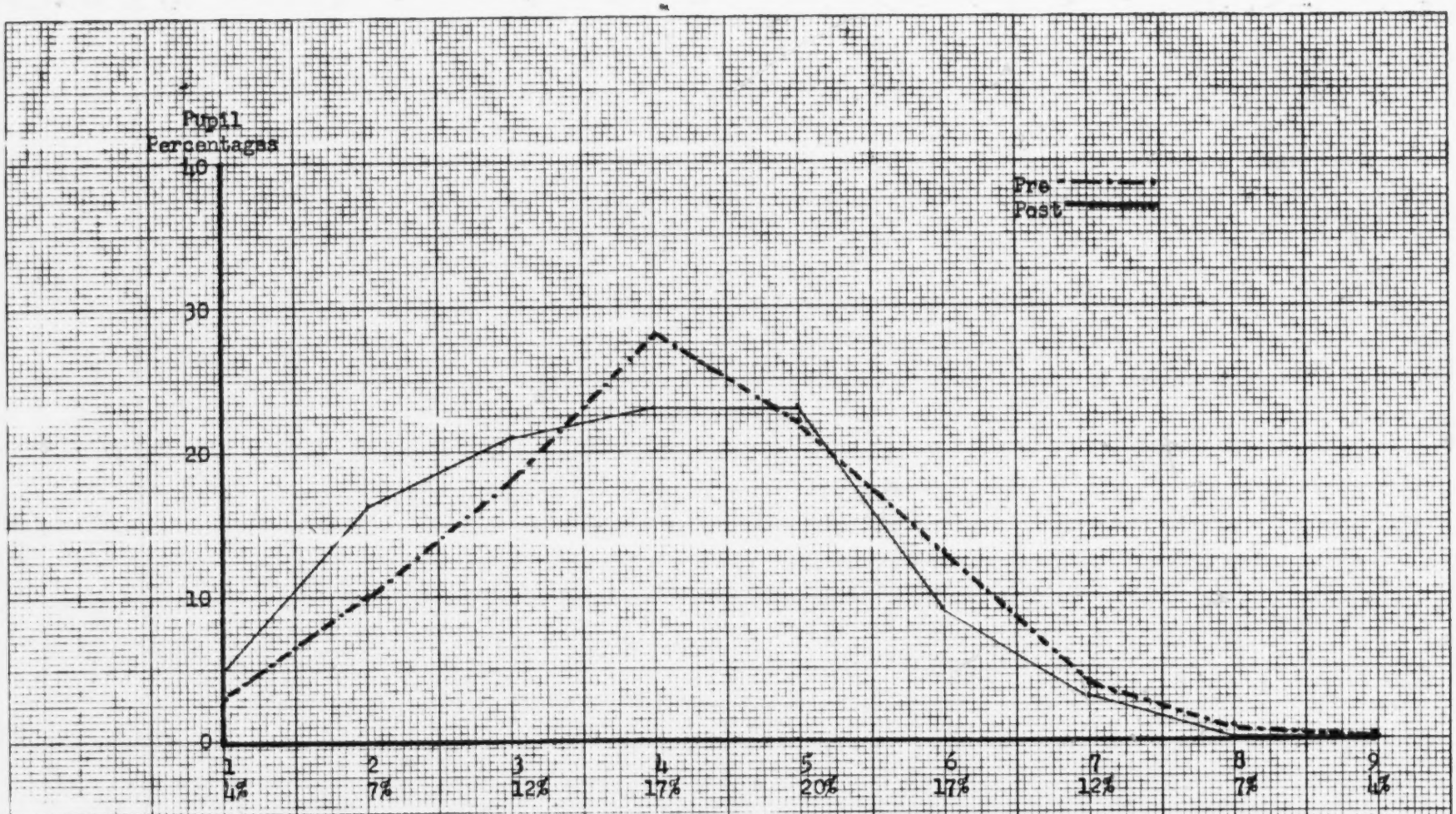

Fig. 6.--- Improvement in Word Knowledge shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Word Knowledge made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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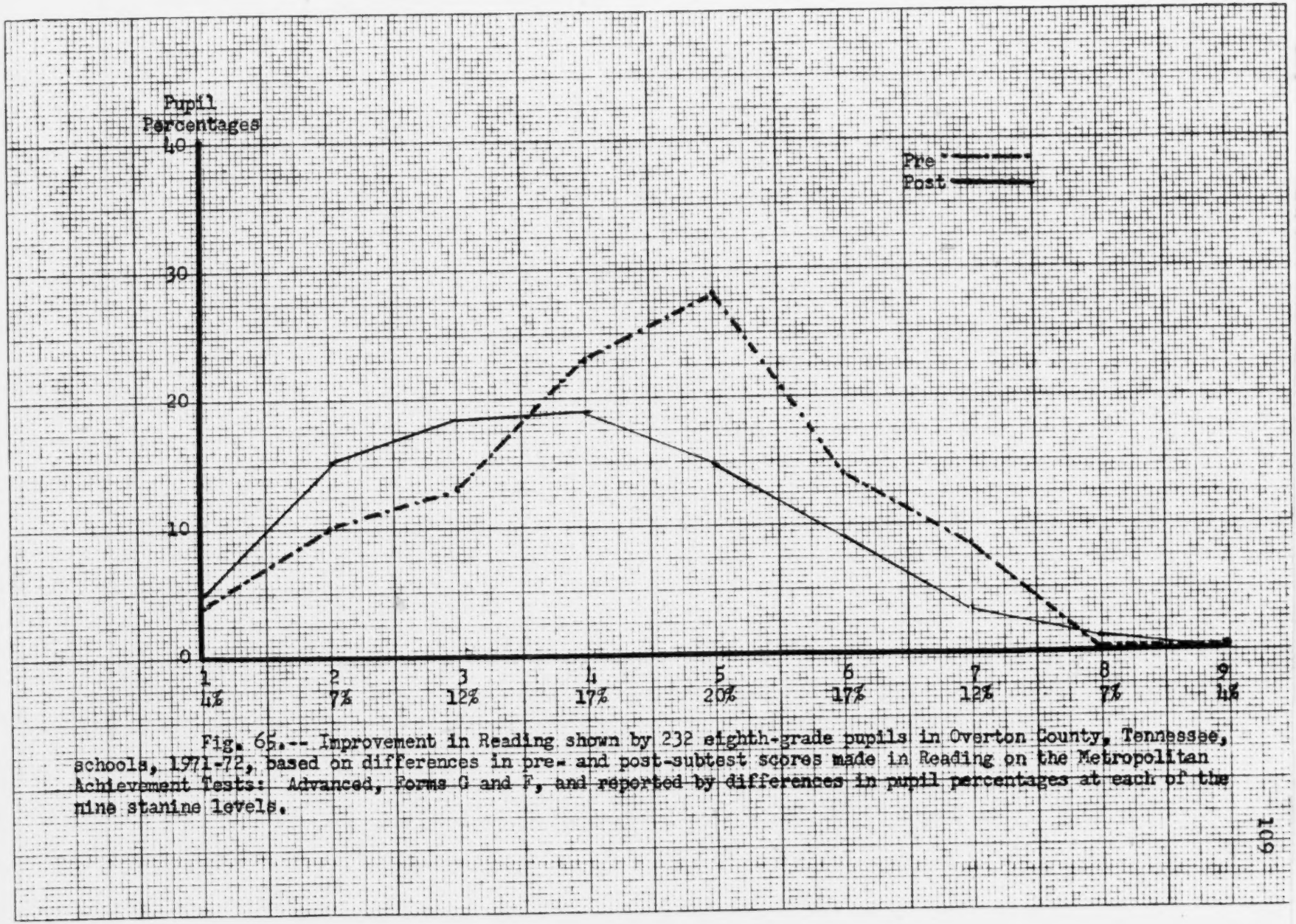

Fig. 65.-- Improvement in Reading shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores made in Reading on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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Fig. 66.-- Improvement in Language shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Language, made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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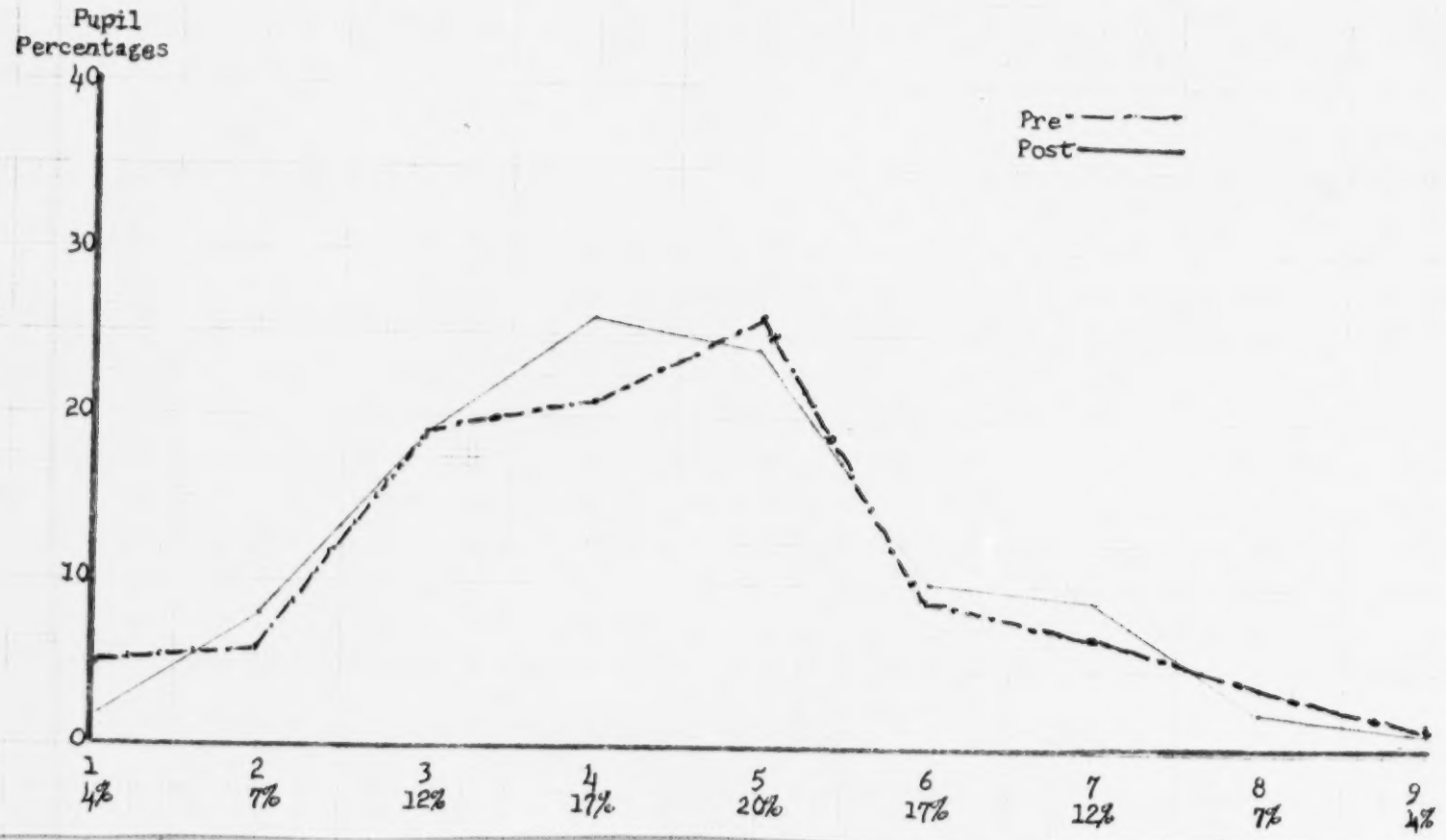

Fig.67.--Improvement in Spelling shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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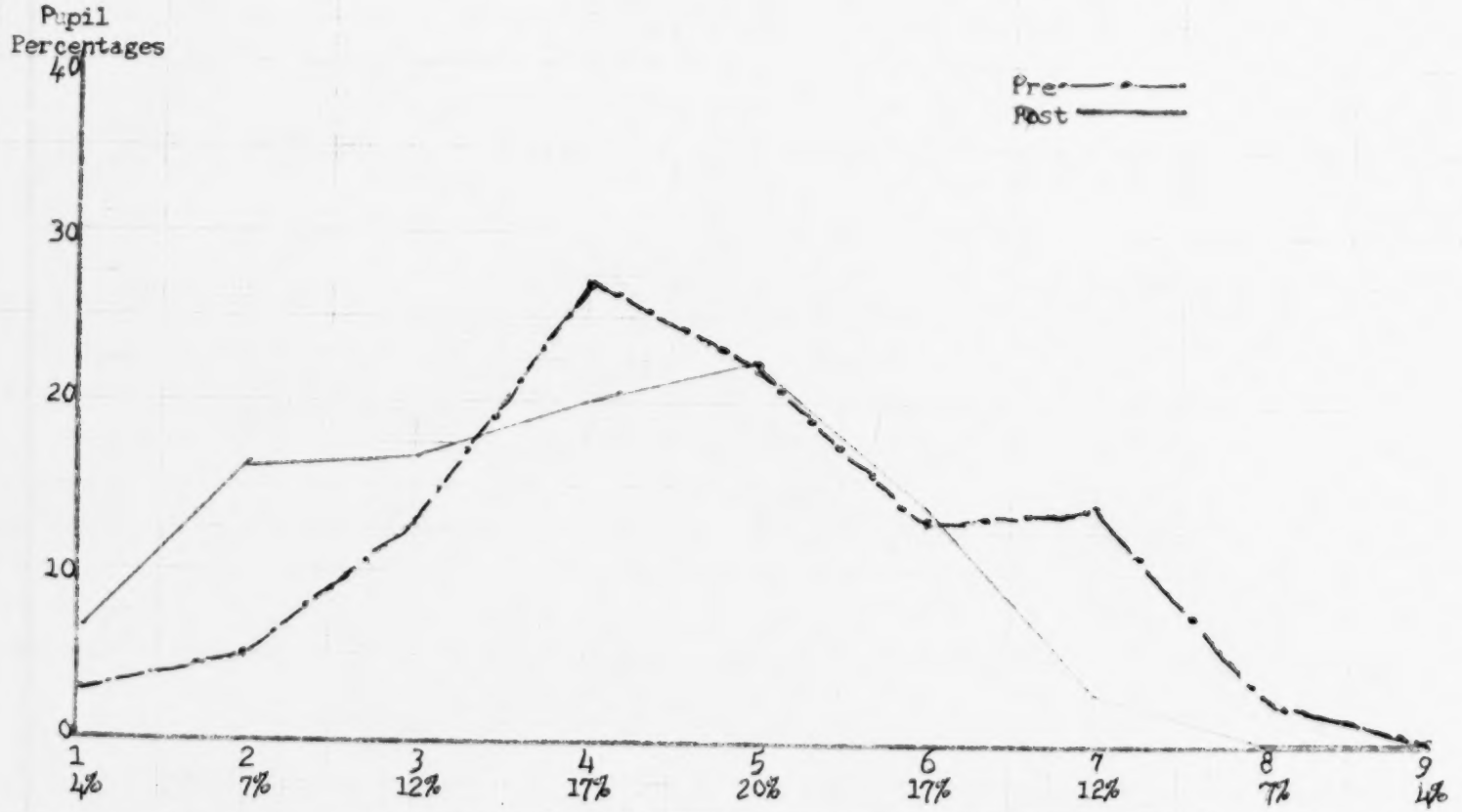

Fig.68.--Improvement in Mathematics: Computation shown by 232 eight-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores on Mathematics: Computation made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

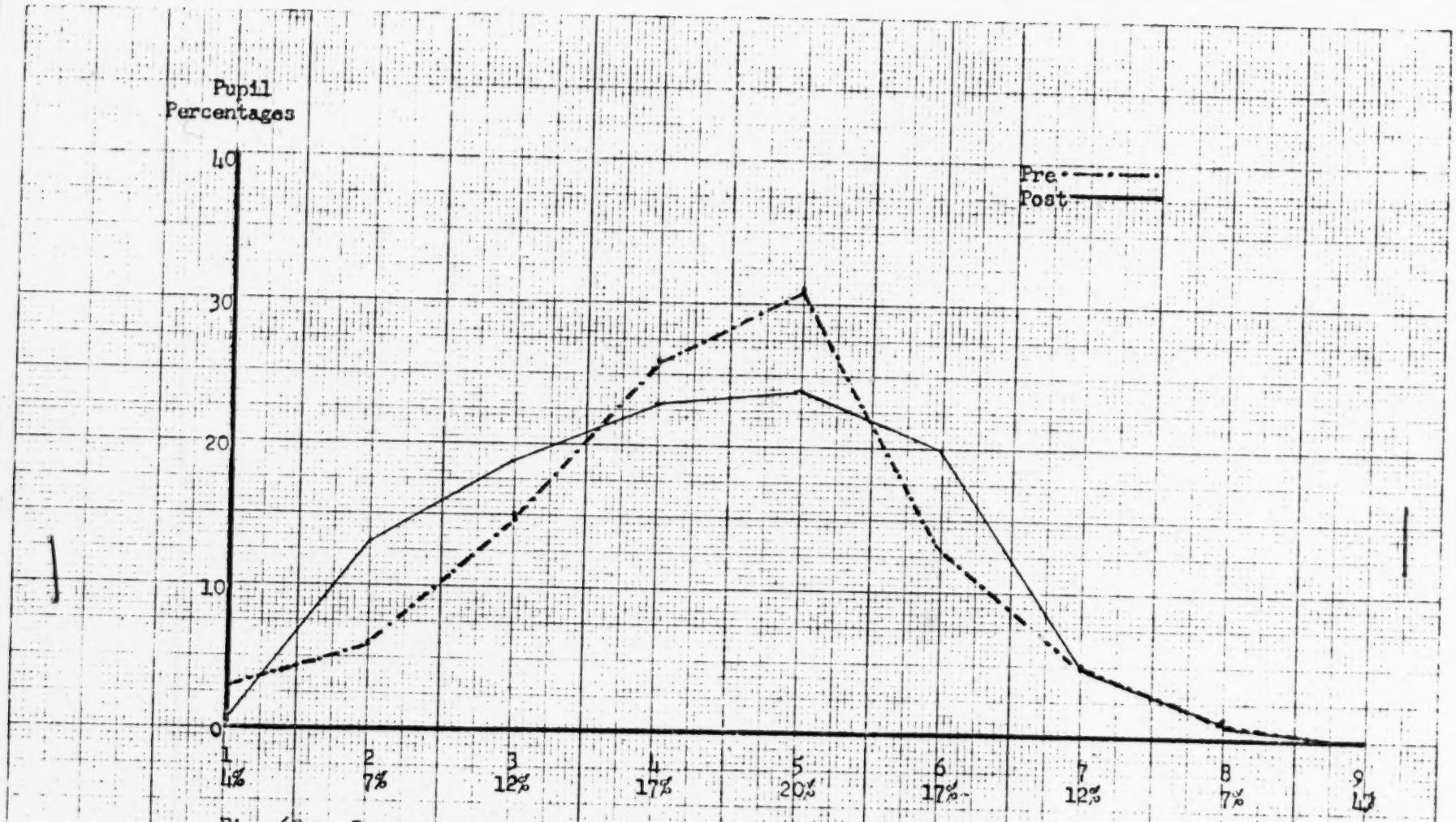

Fig. 69.-- Improvement in Mathematics: Problem Solving shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest scores on Mathematics: Problem Solving made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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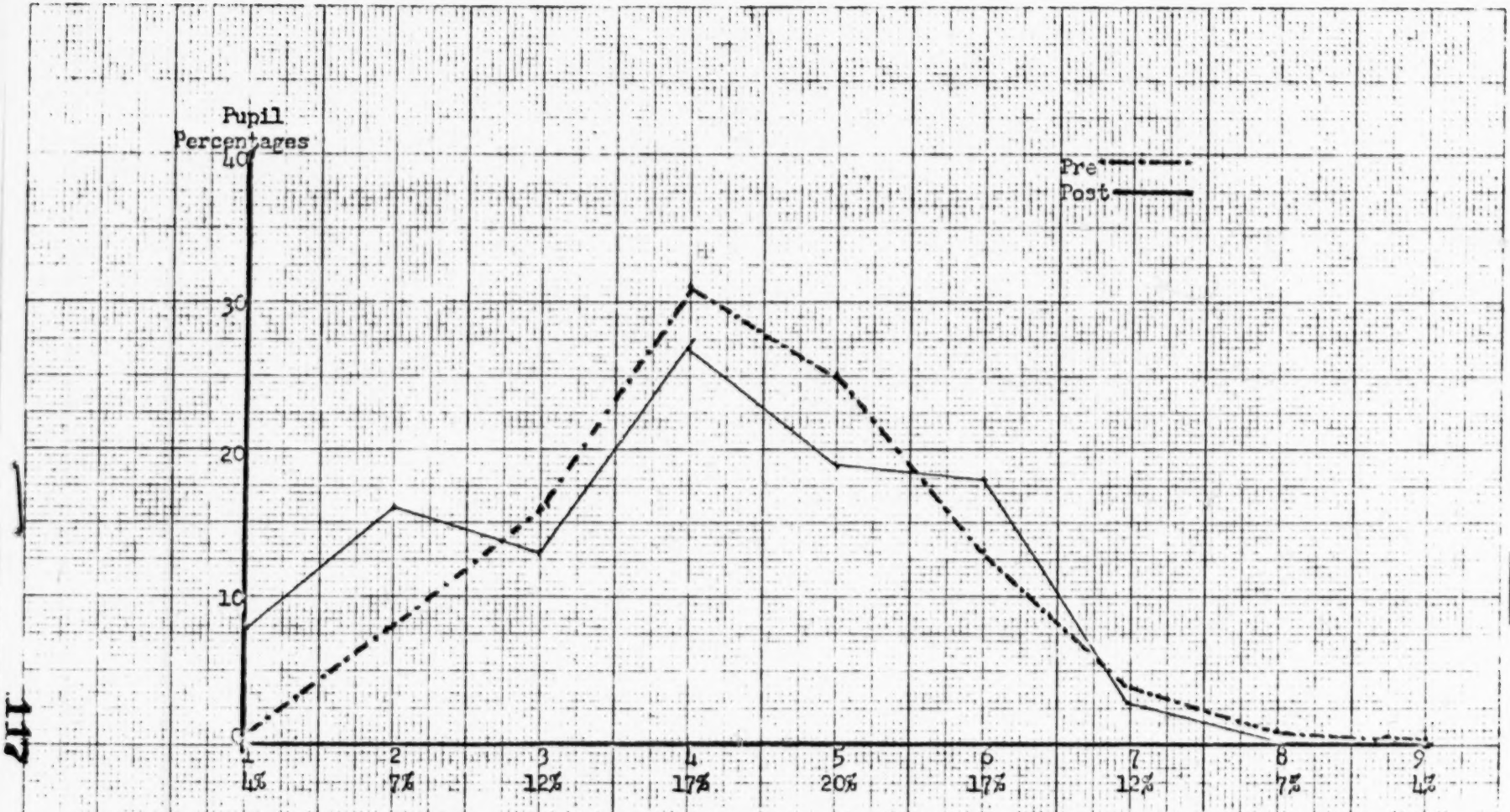

Fig. 70.-- Improvement in Social Studies shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Social Studies made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

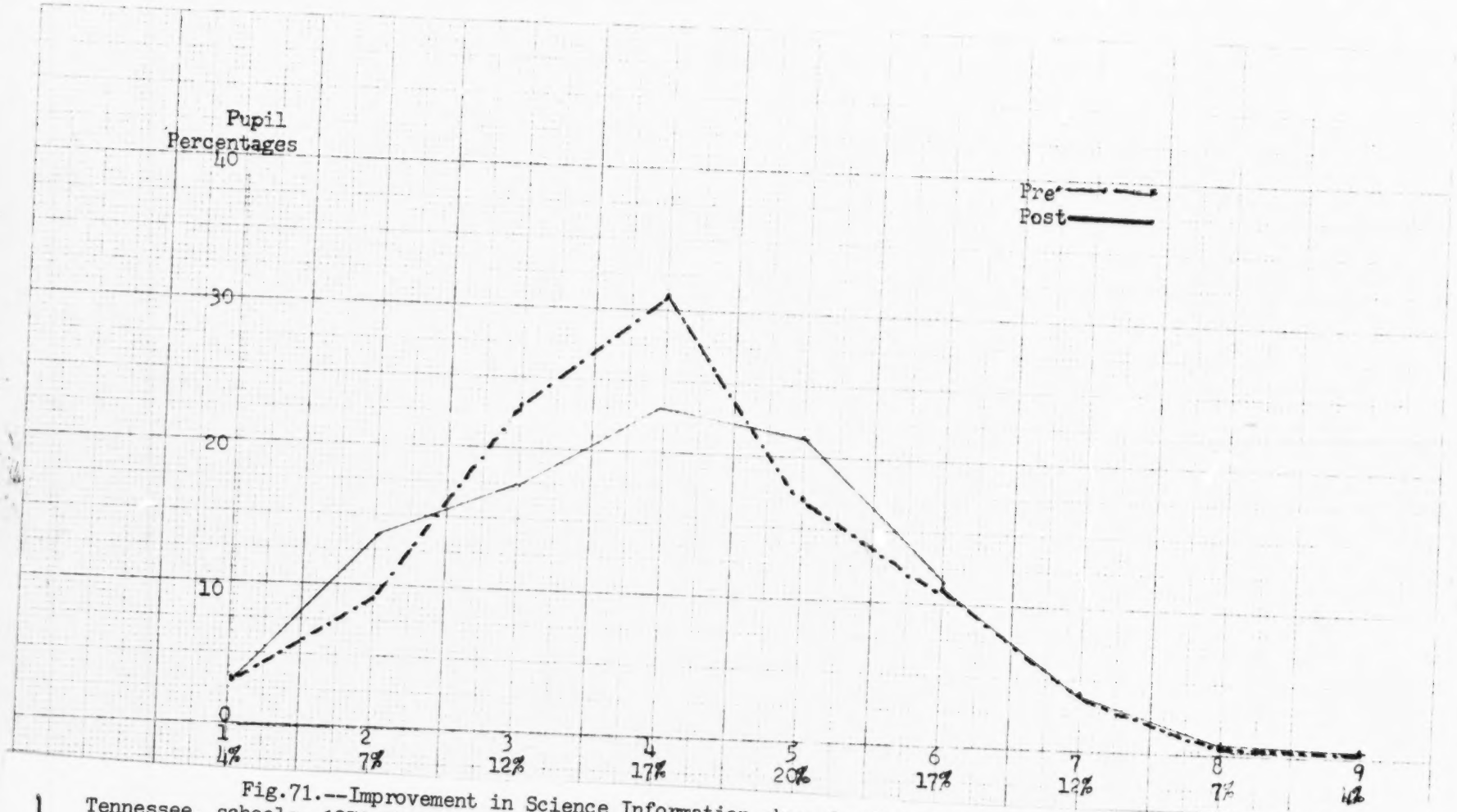

Fig.71.--Improvement in Science Information shown by 232 eighth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

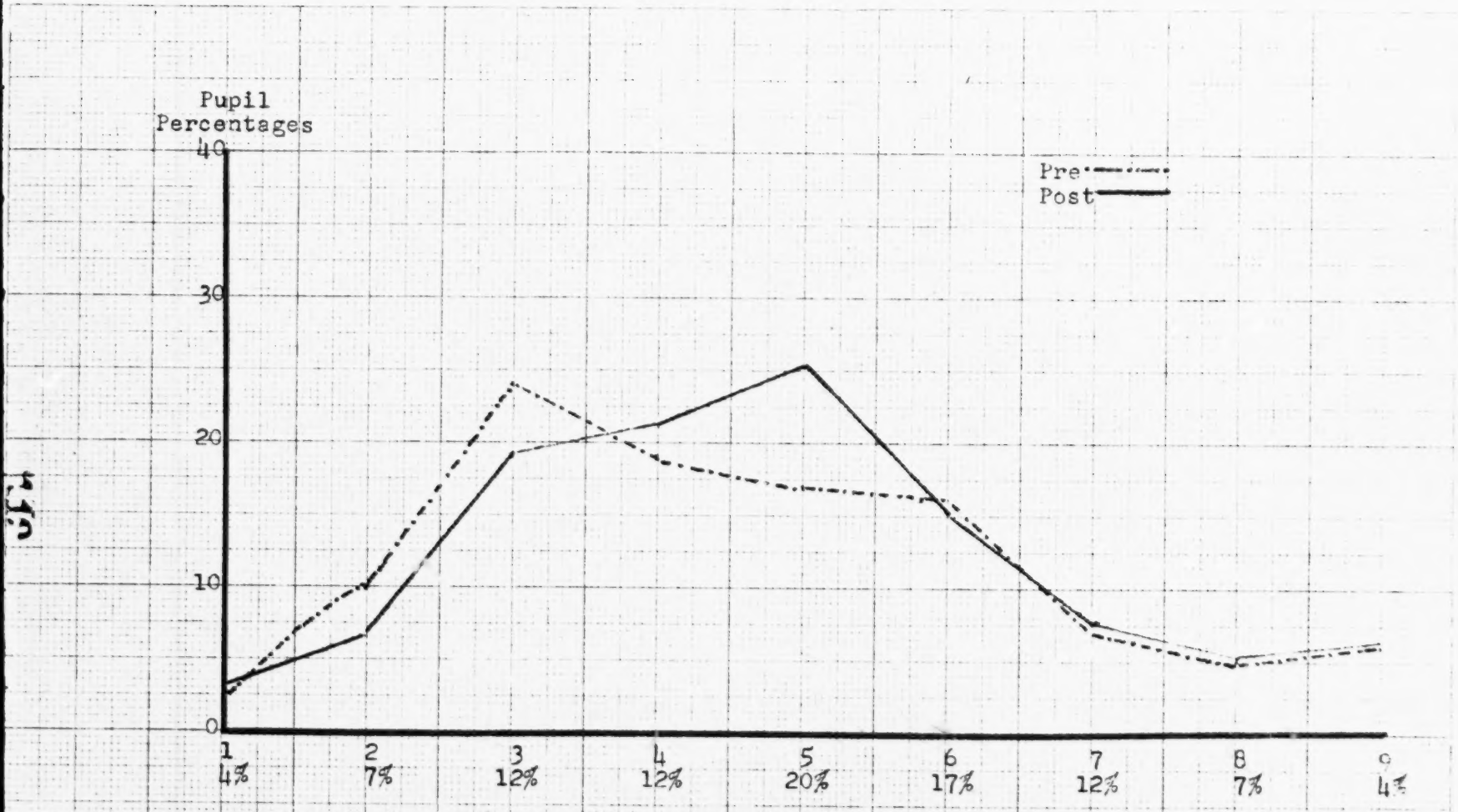

Fig.72.--Improvement in Reading shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Reading made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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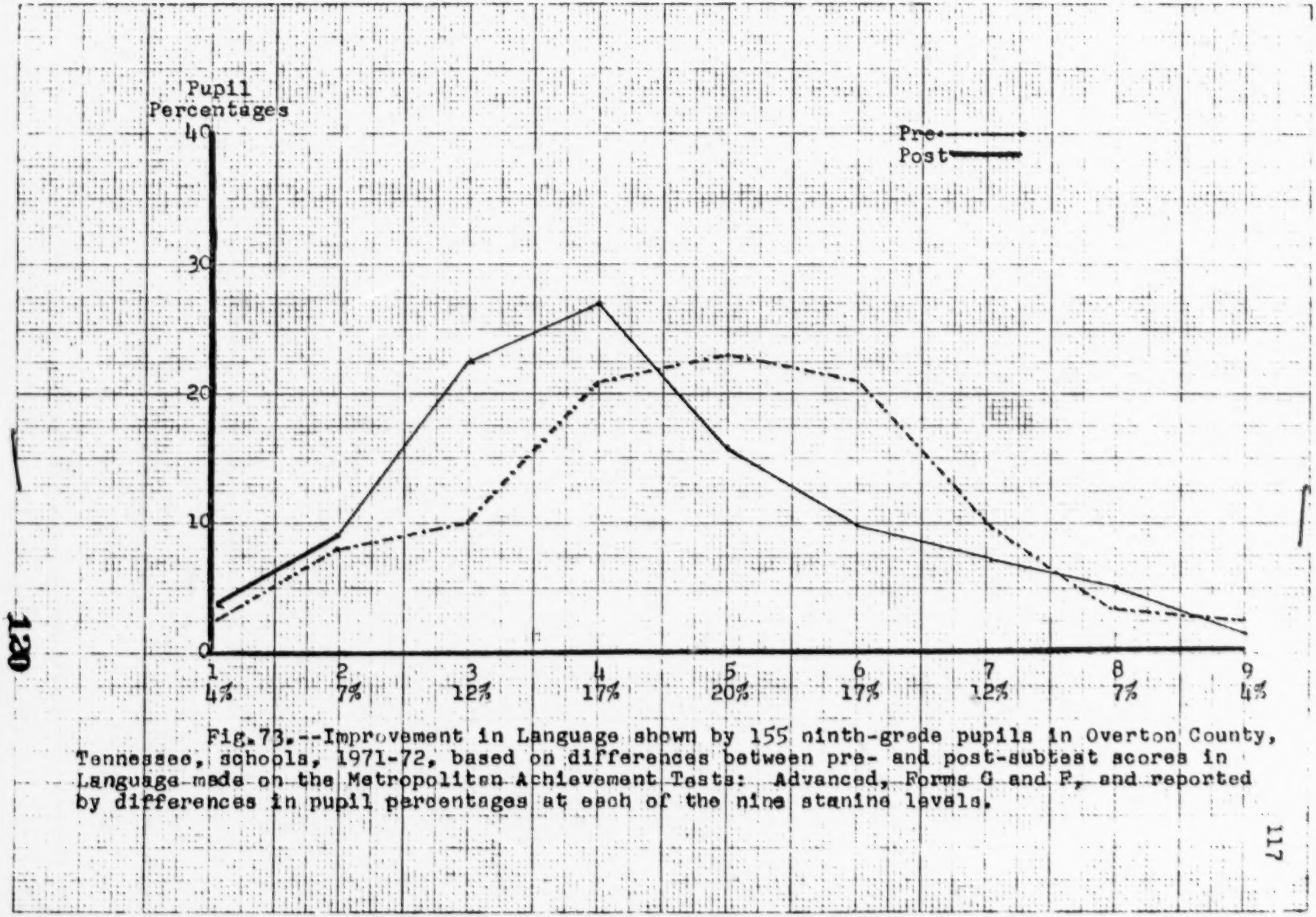

Fig.73.--Improvement in Language shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Language made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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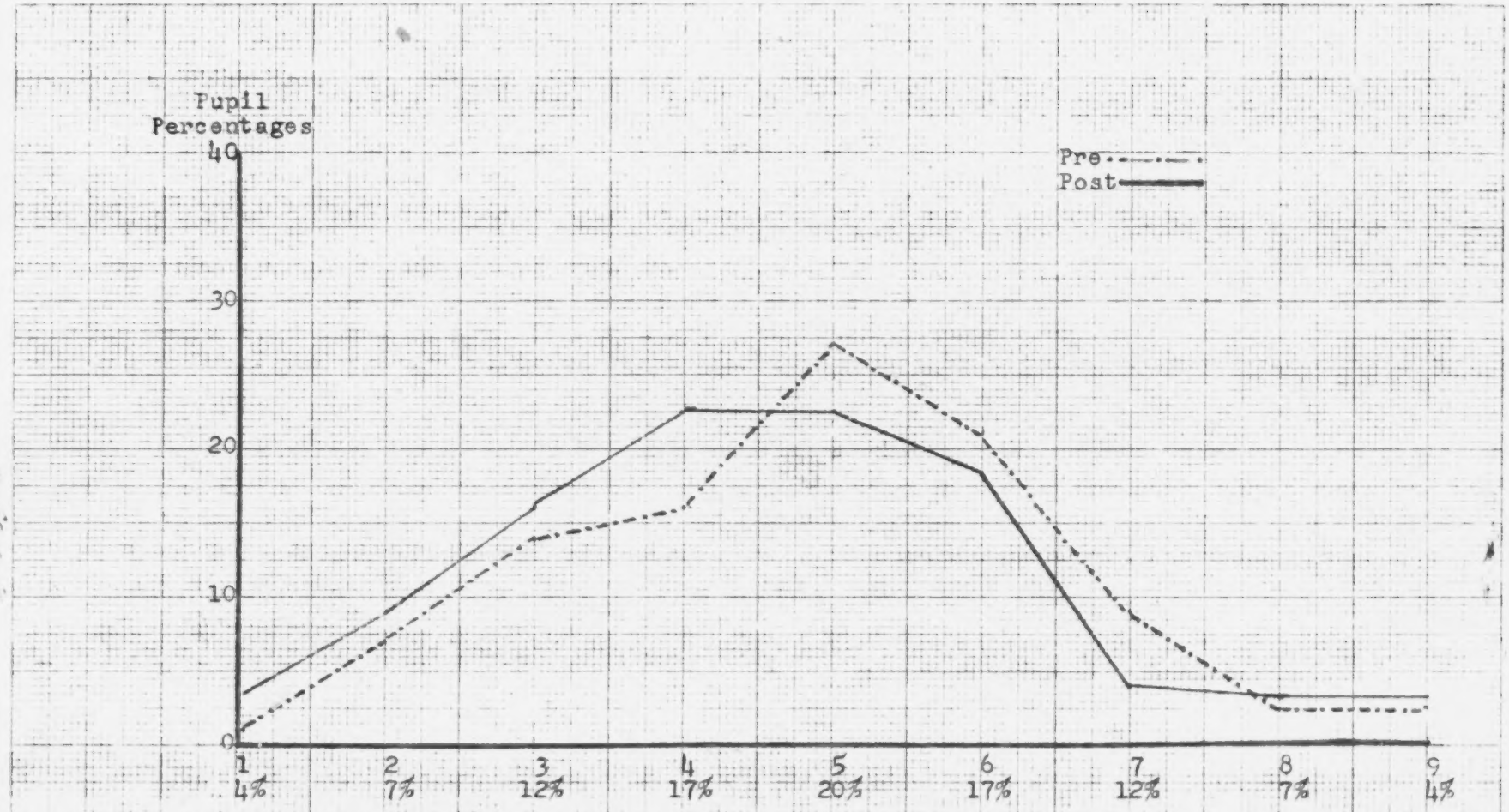

Fig. 74.--Improvement in Spelling shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Spelling made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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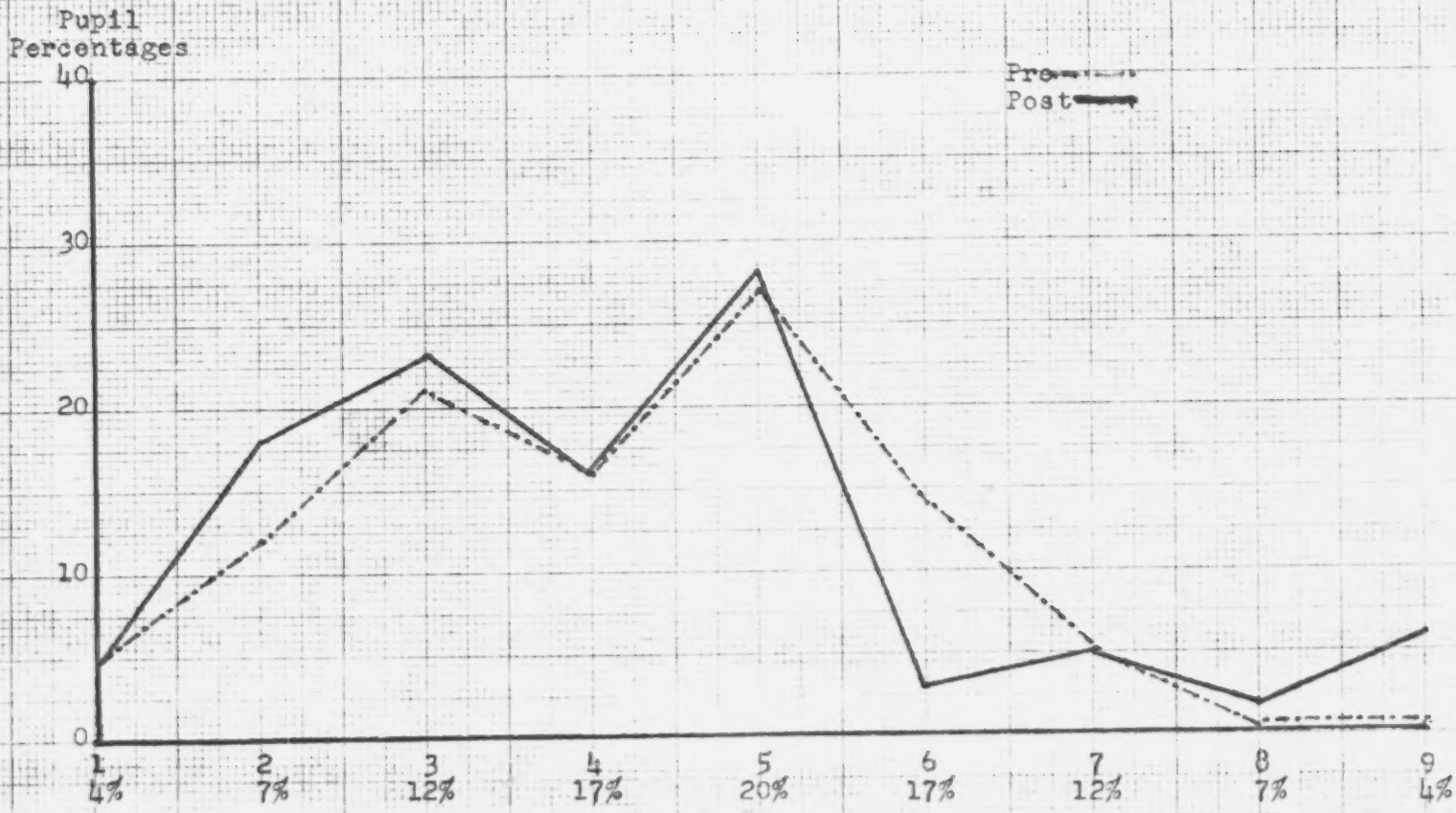

Fig.75.--Improvement in Mathematics: Computation shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Computation made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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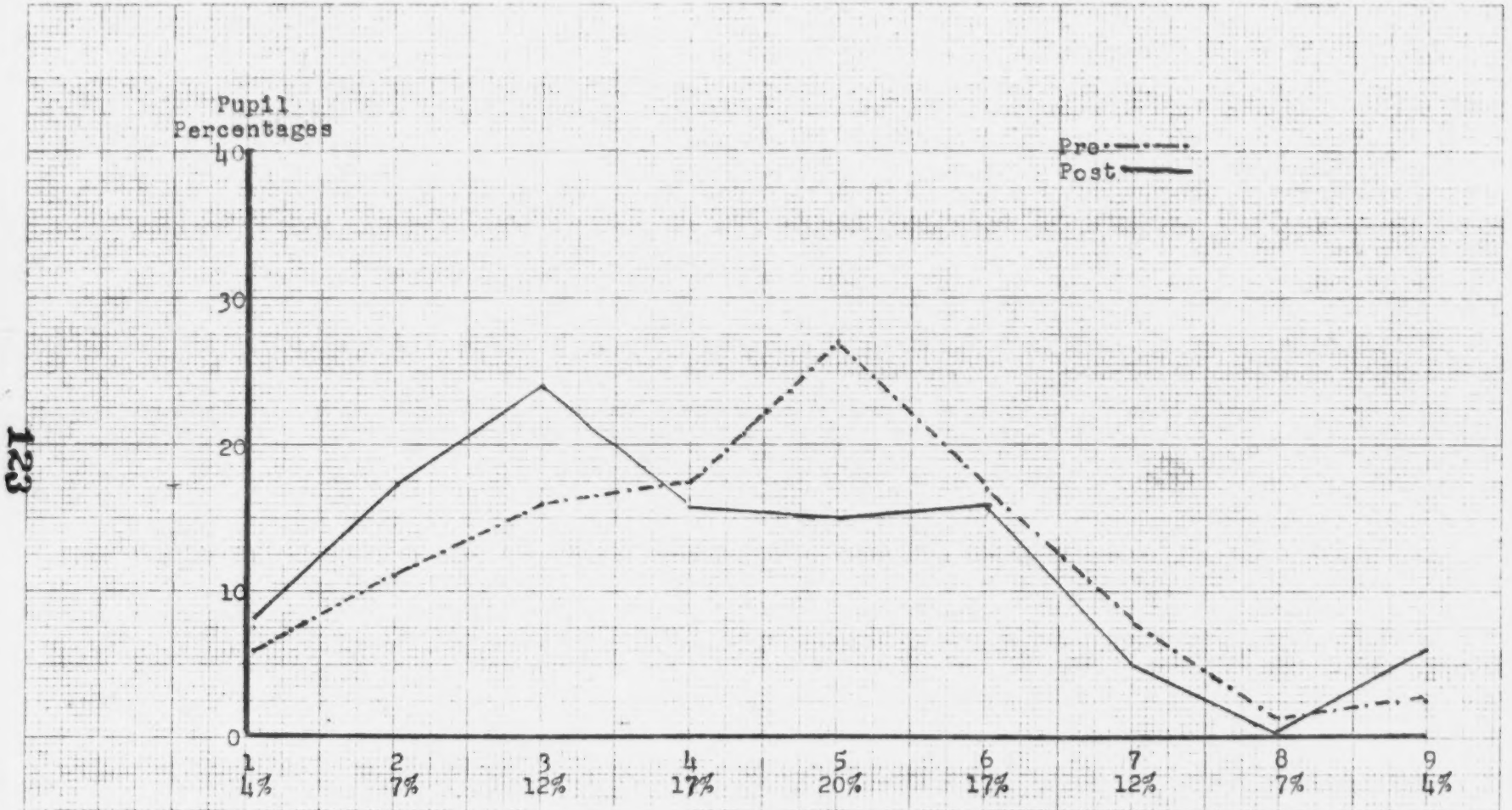

Fig.76.--Improvement in Mathematics: Problem Solving shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Problem Solving made on the Metropolitan Achievement Tests: Advanced, Forms G and F and reported by differences in pupil percentages at each of the nine stanine levels.

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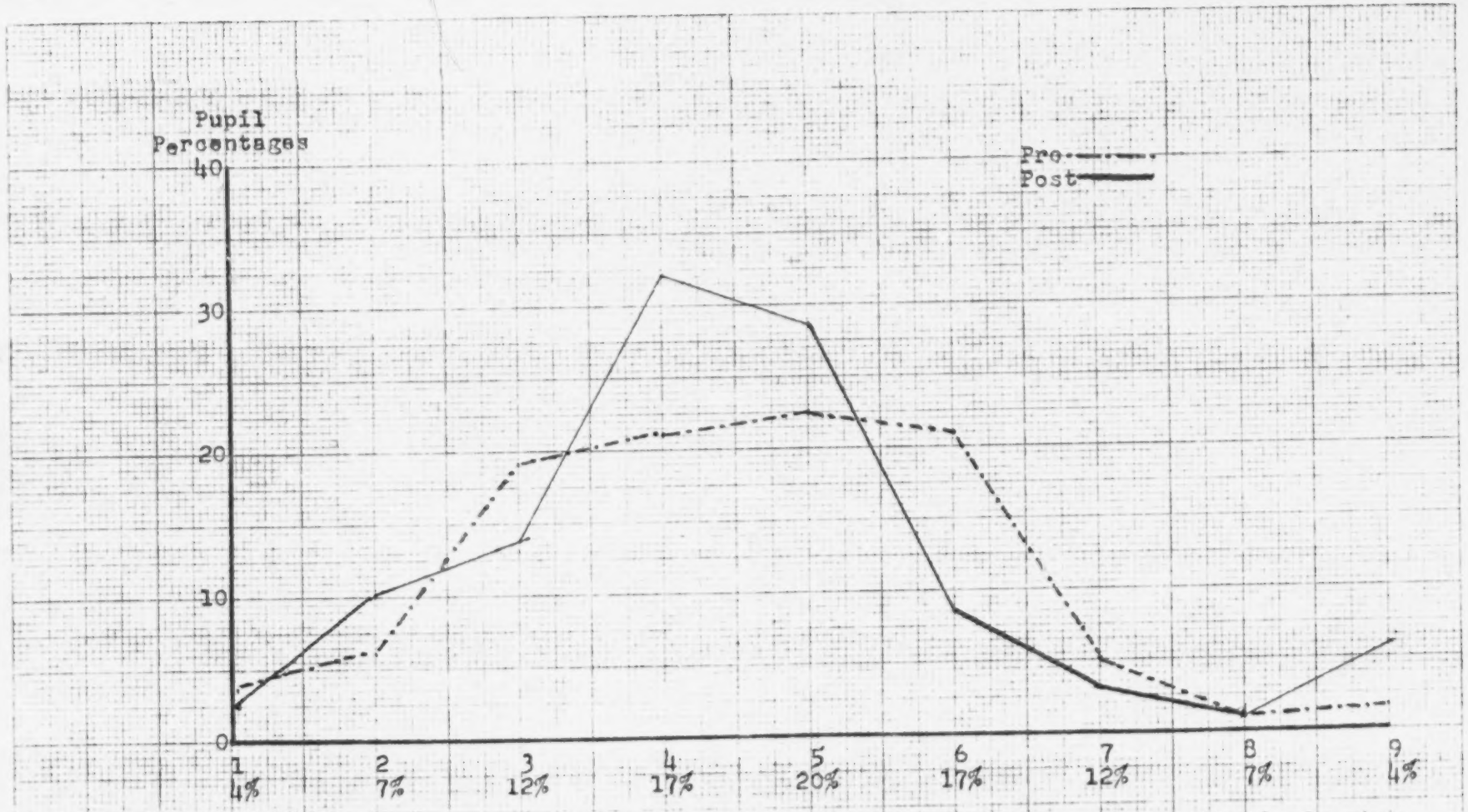

Fig.77.--Improvement in Social Studies shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Social Studies made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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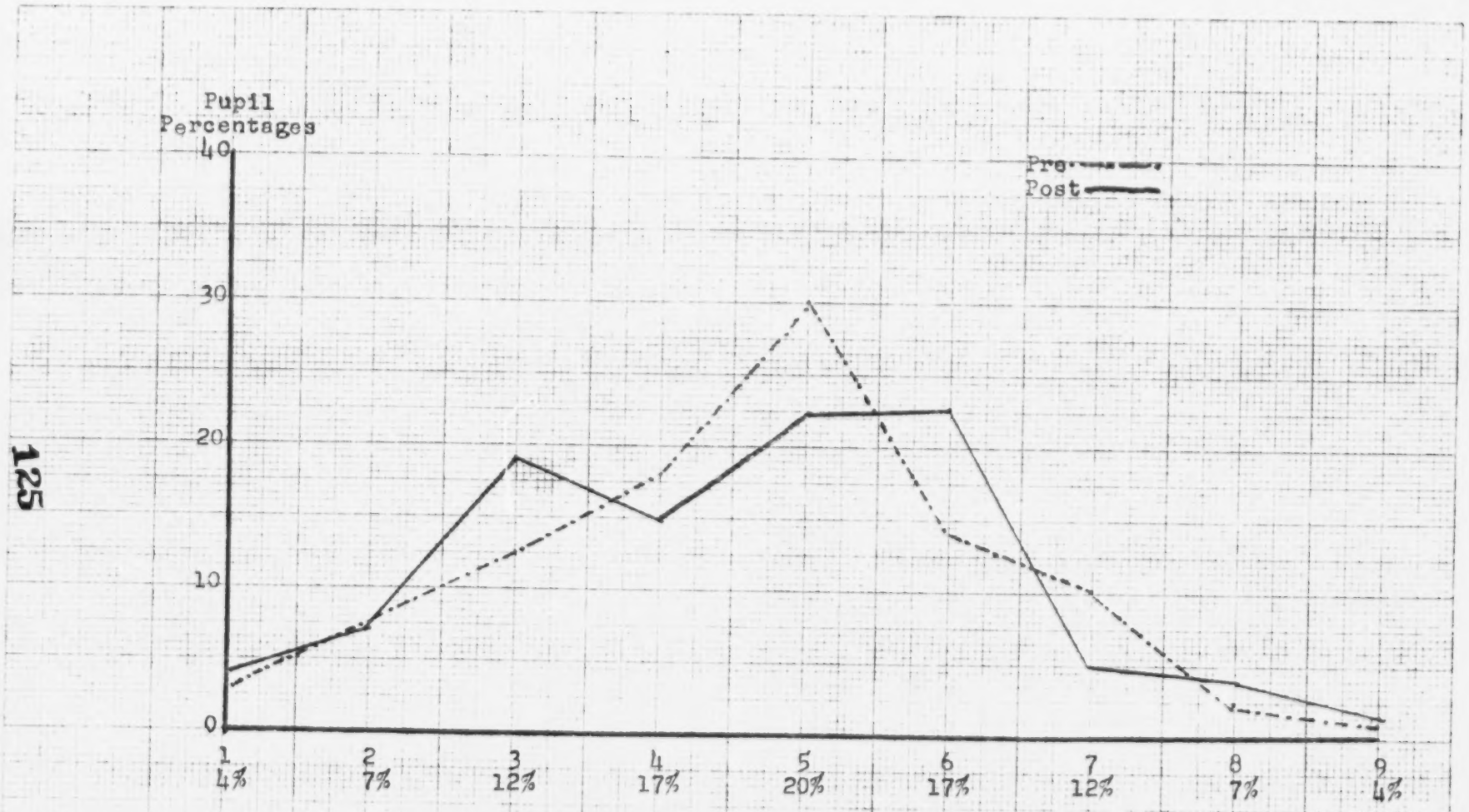

Fig.78.--Improvement in Science shown by 155 ninth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Science made on the Metropolitan Achievement Tests: Advanced, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

SECTION VI

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT - A VERBAL AND GRAPHICAL PRESENTATION OF PRE- AND POST-TESTING IN COMMUNICATION AND COMPUTATIONAL SKILL DEVELOPMENT, SOCIAL STUDIES, AND SCIENCE (GRADES 10, 11, AND 12)

The graphs presented in Figures 79 through 107 reveal the change in pupil achievement in the respective subtest areas and at the nine stanine levels between pre- and post-testing periods, 1971 and 1972, based on the Metropolitan Achievement Tests: High School Battery Complete, Forms Bm and F, and for grades 10, 11, and 12.

The pupil achievement areas include Reading, Language, Language Study Skills (for grades 11 and 12), Spelling, Mathematics: Computation and Concepts, Mathematics: Problem Solving, Social Studies, and Science.

In the verbal report the percentages given for each of the subtest areas in each of the grades are derived from the Metropolitan Achievement Test findings. They are based on pupil-percentages at the 4, 5, and 6, and 7, 8, and 9 stanine levels and presented in the respective graphs by means of unbroken lines (Figures 79-107).

Reading Achievement: Reading
(Grade 10 - 184 Pupils)

Sixty-seven per cent (124) of the 184 pupils in the tenth grade appeared at or above average in Reading.

Language Achievement
(Grade 10 - 184 Pupils)

Sixty-three per cent (115)--less than two-thirds of the 184 tenth-grade pupils were found at or above average in Language Achievement.

Spelling Achievement
(Grade 10 - 184 Pupils)

Seventy-two per cent (131) of the tenth graders were able to reach the average or above average level in Reading.

Mathematics: Computation and Concepts
(Grade 10 - 184 Pupils)

Only a meager 50 per cent (91) of the tenth graders reached the average or above average level in Computation and Concepts.

Mathematics: Problem Solving
(Grade 10 - 184 Pupils)

Only 55 per cent (100) of the group of 184 tenth graders appeared at or above average in Mathematics: Problem Solving.

Social Studies Information
(Grade 10 - 184 Pupils)

Sixty-one per cent (110) of the pupils in the tenth grade were found at or above the average level in Social Studies Information.

Science Information
(Grade 10 - 184 Pupils)

Seventy-one per cent (129) of the total group of 184 tenth grade pupils who took all of the subtests in both test batteries appeared at or above the average level in Science Information.

SUMMARY

(Grade 10 - 184 Pupils)

The 184 tenth-grade pupils failed, in each of the subtest taken, to reach the normally expected level of 77 per cent. Their highest performance, 72 per cent, appeared in Spelling; their lowest, 50 per cent, in Mathematics Computation and Concepts.

Reading Achievement
(Grade 11 - 146 Pupils)

Seventy-seven per cent (112) of the 146 eleventh-grade pupils who took all of both batteries of the Metropolitan, appeared at or above the average level in Reading.

Spelling Achievement
(Grade 11 - 146 Pupils)

Seventy-one per cent (103) of the 146 eleventh-grade pupils reached the at or above the average level in Spelling.

Language Achievement
(Grade 11 - 146 Pupils)

Seventy per cent (101) of the 146 pupils in grade 11 reached the average or above average level in Language.

Language: Language Study Skills
(Grade 11 - 146 Pupils)

A meager 59 per cent (86) of the 146 eleventh graders appeared at or above average level in Language Study Skills.

Social Studies Study Skills
(Grade 11 - 146 Pupils)

In Social Studies Study Skills only 54 per cent (79) of the pupils in the eleventh grade appeared at or above the average level.

Social Studies Vocabulary
(Grade 11 - 146 Pupils)

In Social Studies Vocabulary only 58 per cent (86) of the 146 eleventh-grade pupils were able to appear at or above the average level.

Social Studies Information
(Grade 11 - 146 Pupils)

Sixty-seven per cent (97) of the total group of eleventh graders appeared at or above the average level in Social Studies Information.

Mathematics: Computation and Concepts
(Grade 11 - 146 Pupils)

Only about half, 51 per cent (74) of the eleventh grade pupils were found at or above the average level in Mathematics: Computation and Concepts.

Mathematics: Analysis and Problem Solving
(Grade 11 - 146 Pupils)

Seventy per cent (98) of the 146 pupils in the eleventh grade were able to appear at or above the average level in Mathematics: Analysis and Problem Solving.

Scientific Concepts and Understanding
(Grade 11 - 146 Pupils)

Seventy-five per cent (110) of the eleventh graders appeared at the average or above average level in Scientific Concepts and Understanding.

Science Information
(Grade 11 - 146 Pupils)

Eighty-two per cent (120) of the 146 children in the eleventh grade were found at or above average in Science Information.

SUMMARY

(Grade 11 - 146 Pupils)

The 146 eleventh grade pupils appeared at or above the normally expected 77 per cent level in Science Information and Reading.

Reading Achievement
(Grade 12 - 110 Pupils)

In Reading Achievement, 75 per cent of the twelfth-grade pupils (82) were found to achieve at or above the average level.

Spelling Achievement
(Grade 12 - 110 Pupils)

Only 54 per cent (70) of the total 110 twelfth grade pupils appeared at or above the average level in Spelling.

Language Acheivement
(Grade 12 - 110 Pupils)

Sixty-eight per cent (74) in the 110 twelfth graders were able to reach the average or above average level in language.

Language Study Skills
(Grade 12 - 110 Pupils)

Fifty-nine per cent (64) of the group of 110 high school seniors appeared at or above the average level in Language Study Skills.

Social Studies Vocabulary
(Grade 12 - 110 Pupils)

Fifty-eight per cent (63) of the twelfth graders reached the average or above average level in Social Studies Vocabulary.

Social Studies Information
(Grade 12 - 110 Pupils)

Sixty-three per cent of the senior group of 110 pupils appeared at or above the average level in Social Studies Information.

Mathematics Computation and Concepts
(Grade 12 - 110 Pupils)

Only 62 per cent (67) of the twelfth graders were found at or above the average level in Mathematics Computation and Concepts.

Mathematics Problem Solving
(Grade 12 - 110 Pupils)

Sixty-nine per cent (76) of the 110 seniors were able to reach the average or above average level in Mathematics Problem Solving.

Scientific Concepts and Understanding
(Grade 12 - 110 Pupils)

Eighty-three per cent (91) of the group of 110 twelfth-grade pupils were found at or above the average level in Scientific Concepts and Understanding.

Science Information
(Grade 12 - 110 Pupils)

Eighty-eight per cent (95) of the senior group of 110 pupils managed to appear at or above the average level in Science Information.

SUMMARY

(Grade 12 - 110 Pupils)

The 110 twelfth-grade pupils appeared at or above the average in two subtest areas: Scientific Concepts and Understanding and Science Information. In Spelling ability almost half of the group appeared at the below average level.

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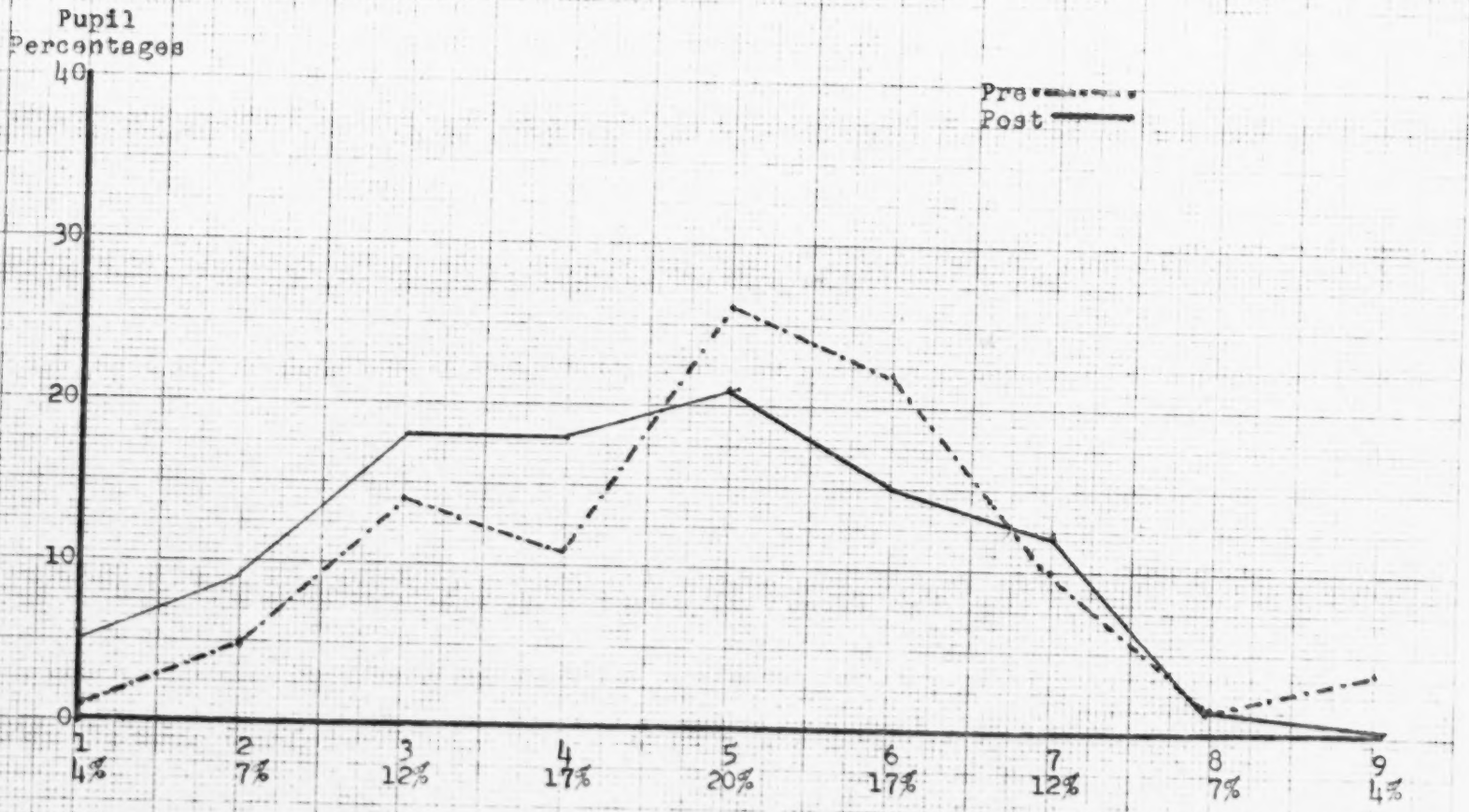

Fig. 79.--Improvement in Reading shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Reading made on the Metropolitan Achievement Test: Advanced, Form G and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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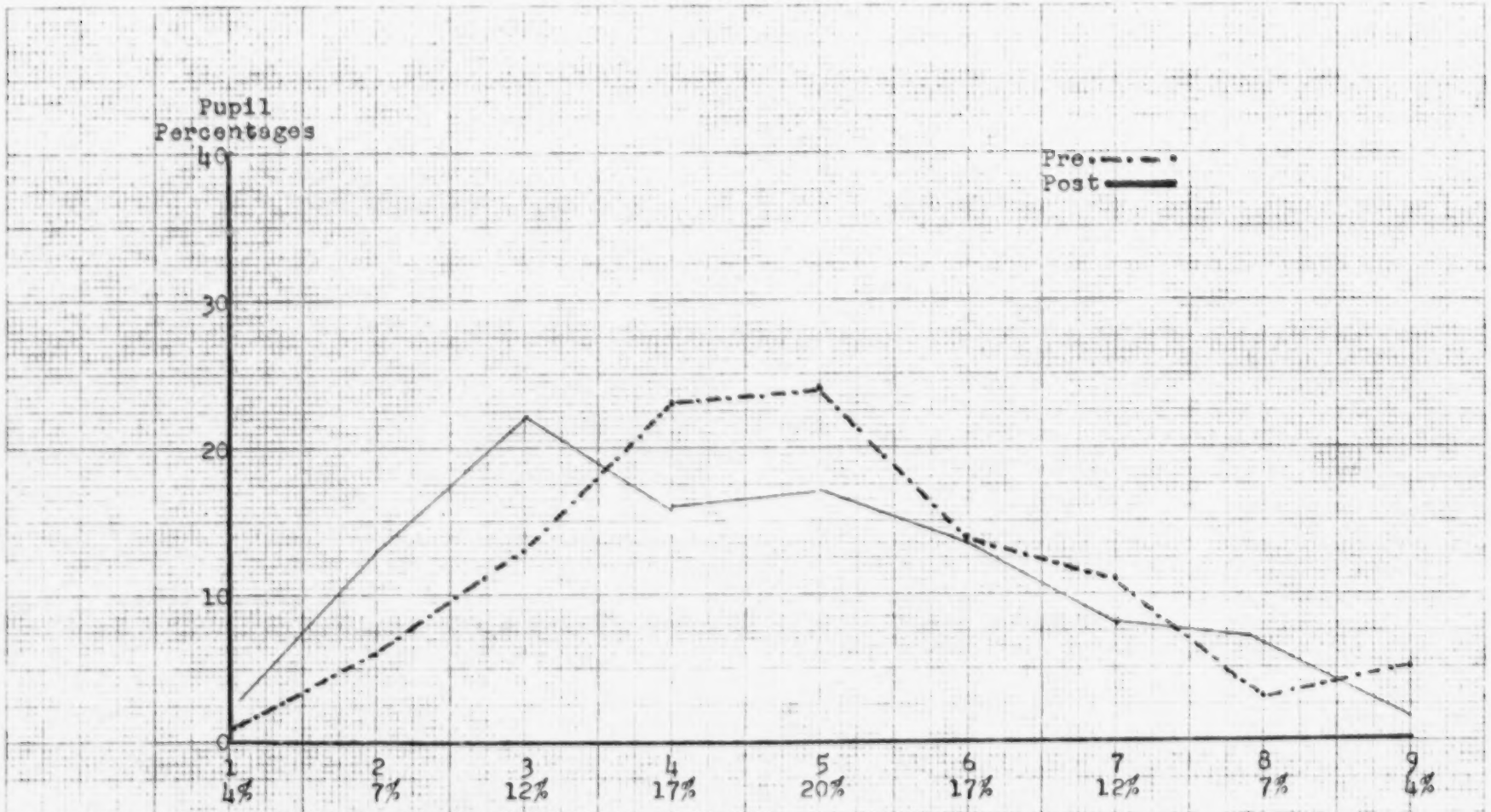

Fig.80.--Improvement in Language shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Science made on the Metropolitan Achievement Tests: Advanced, Form G, and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

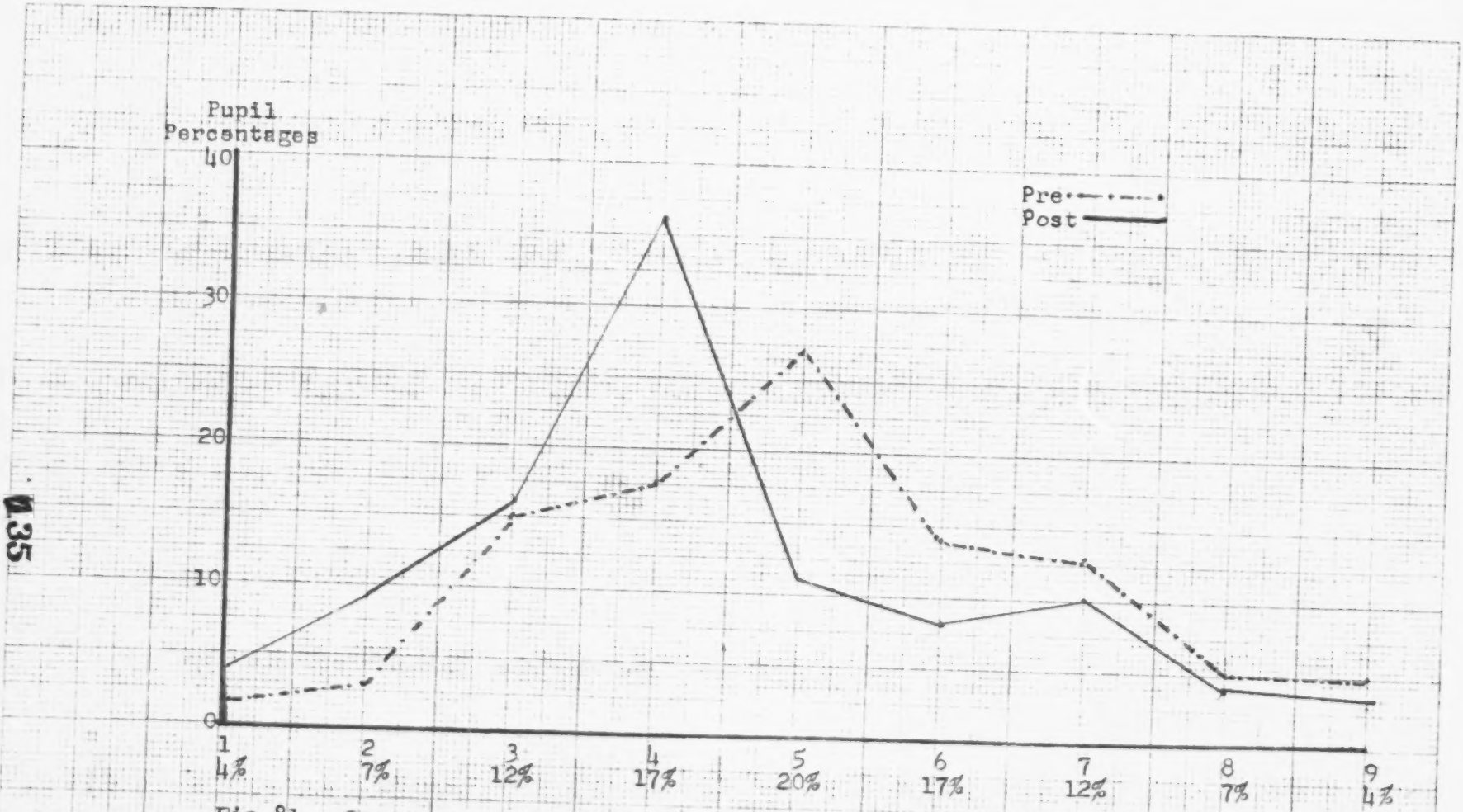

Fig.81.--Improvement in Spelling shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Spelling made on the Metropolitan Achievement Tests: Advanced, Form G, and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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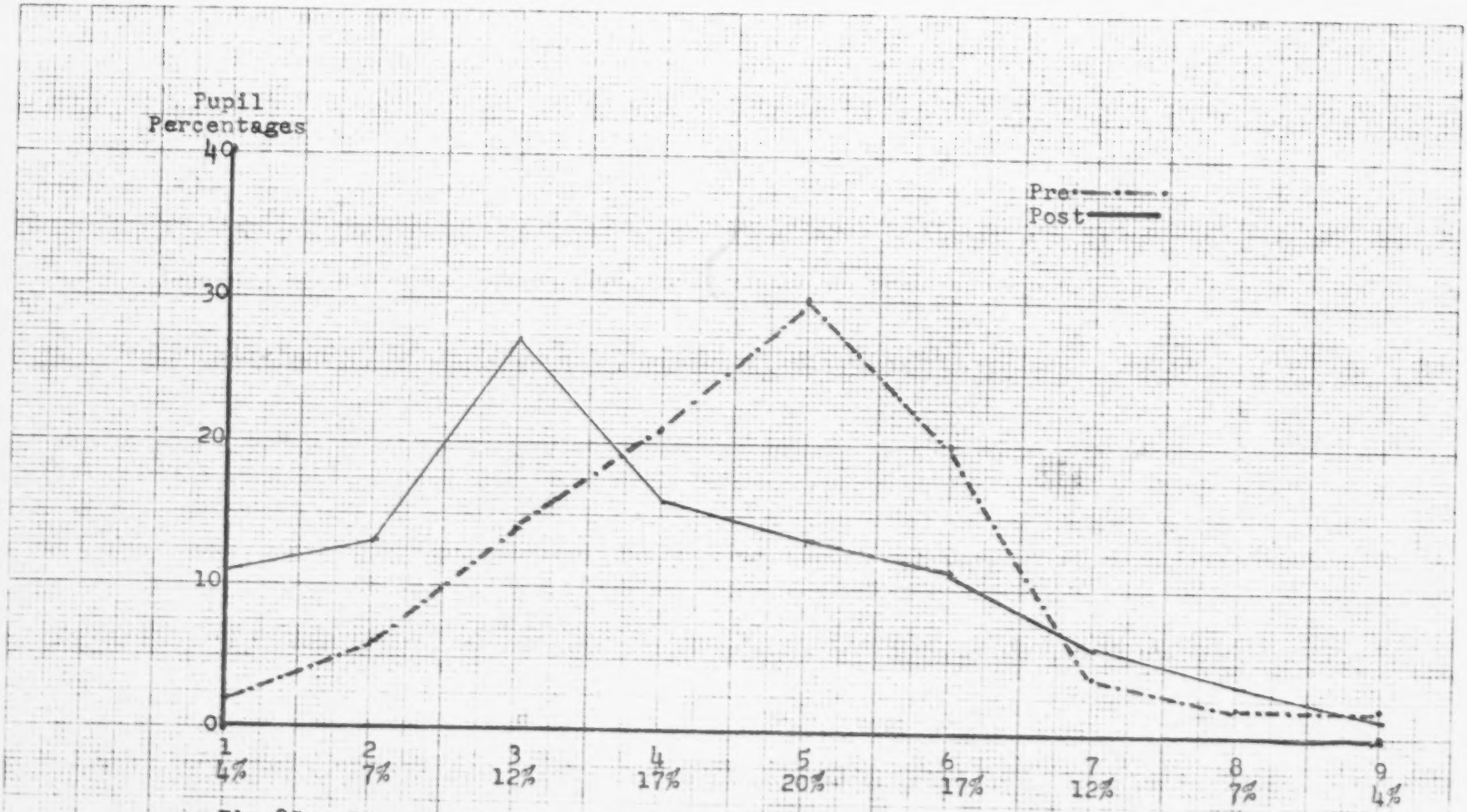

Fig. 82.--Improvement in Mathematics: Computation and Concepts shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Mathematics: Computation and Concepts made on the Metropolitan Achievement Tests: Advanced, Form G, and High School, Form F reported by differences in pupil percentages at each of the nine stanine levels.

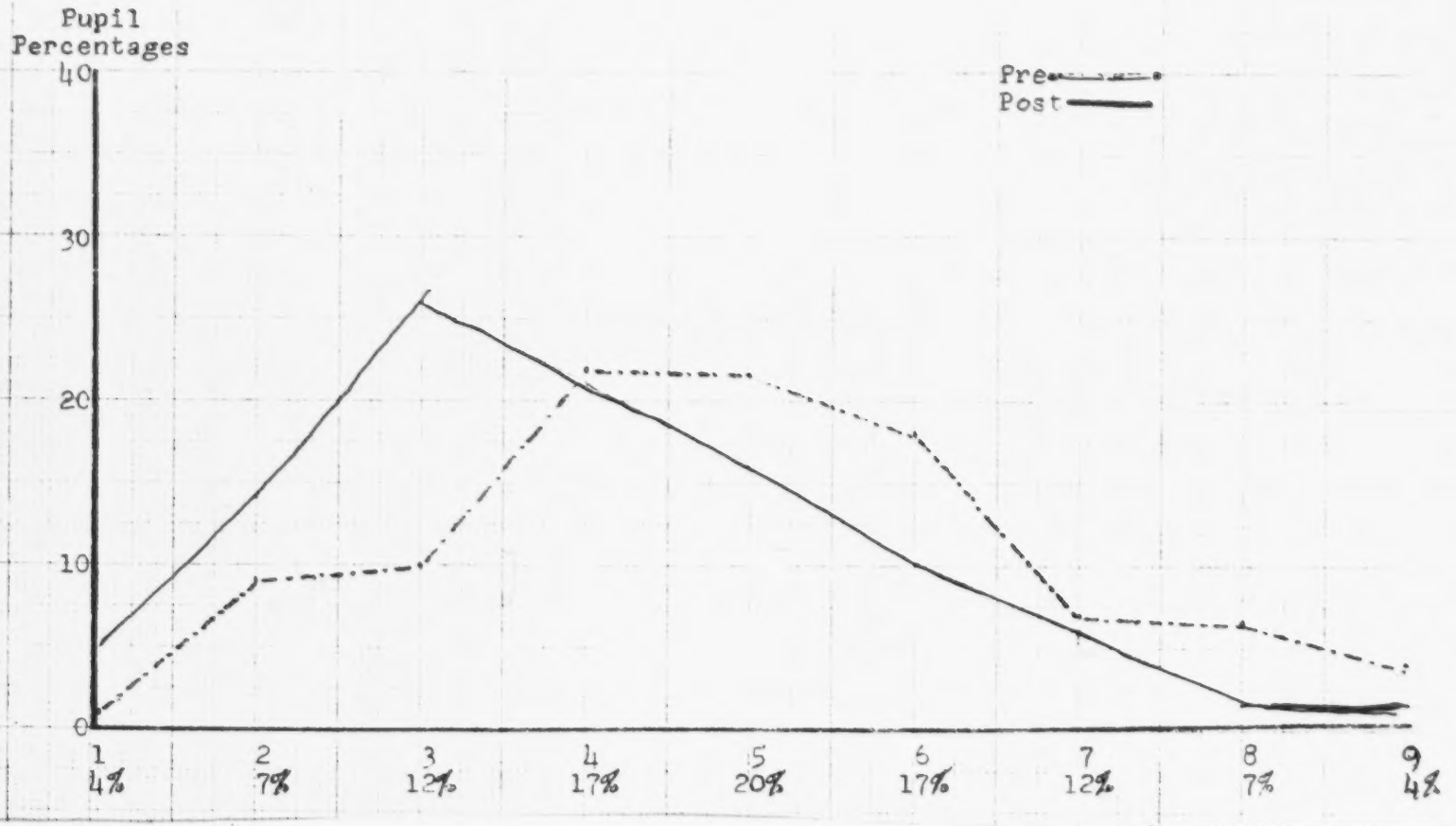

Fig.83.--Improvement in Mathematics: Problem Solving shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post- subtest scores in Mathematics: Problem Solving made on the Metropolitan Achievement Tests: Advanced, Form G, and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

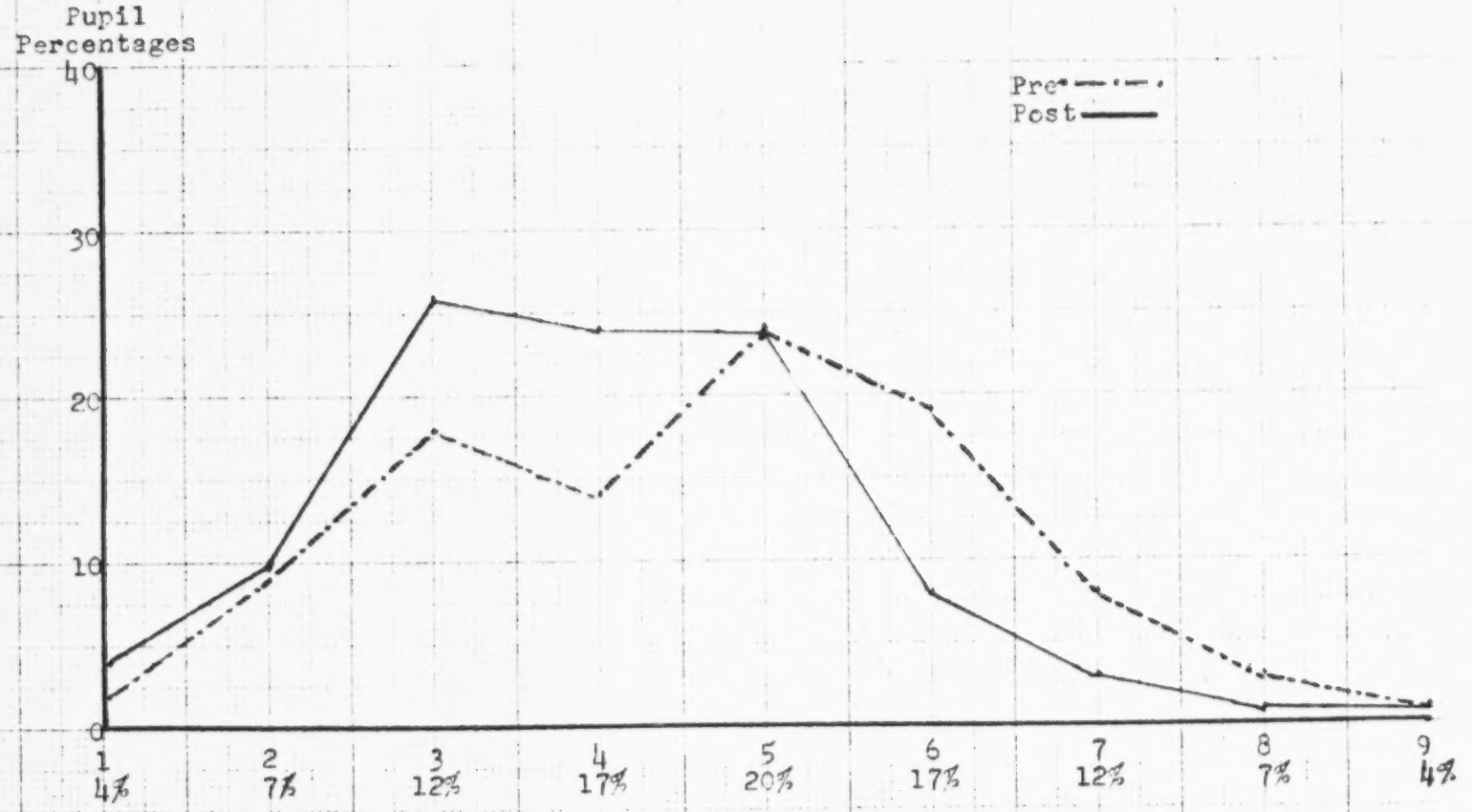

Fig.84.--Improvement in Social Studies shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Social Studies made on the Metropolitan Achievement Tests: Advanced Form G, and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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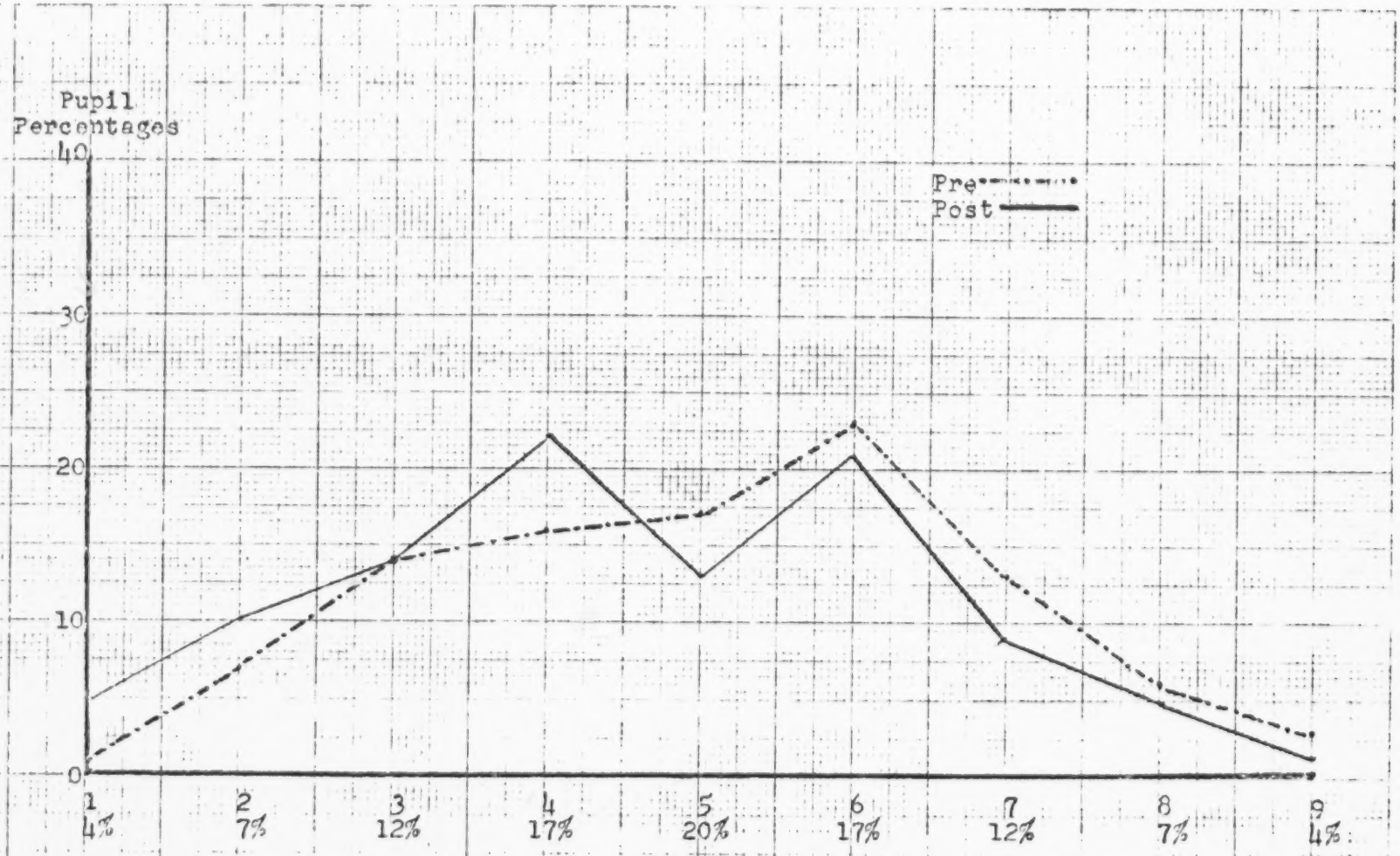

Fig.85.--Improvement in Science shown by 184 tenth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-subtest scores in Science made on the Metropolitan Achievement Tests: Advanced, Form G, and High School, Form F, and reported by differences in pupil percentages at each of the nine stanine levels.

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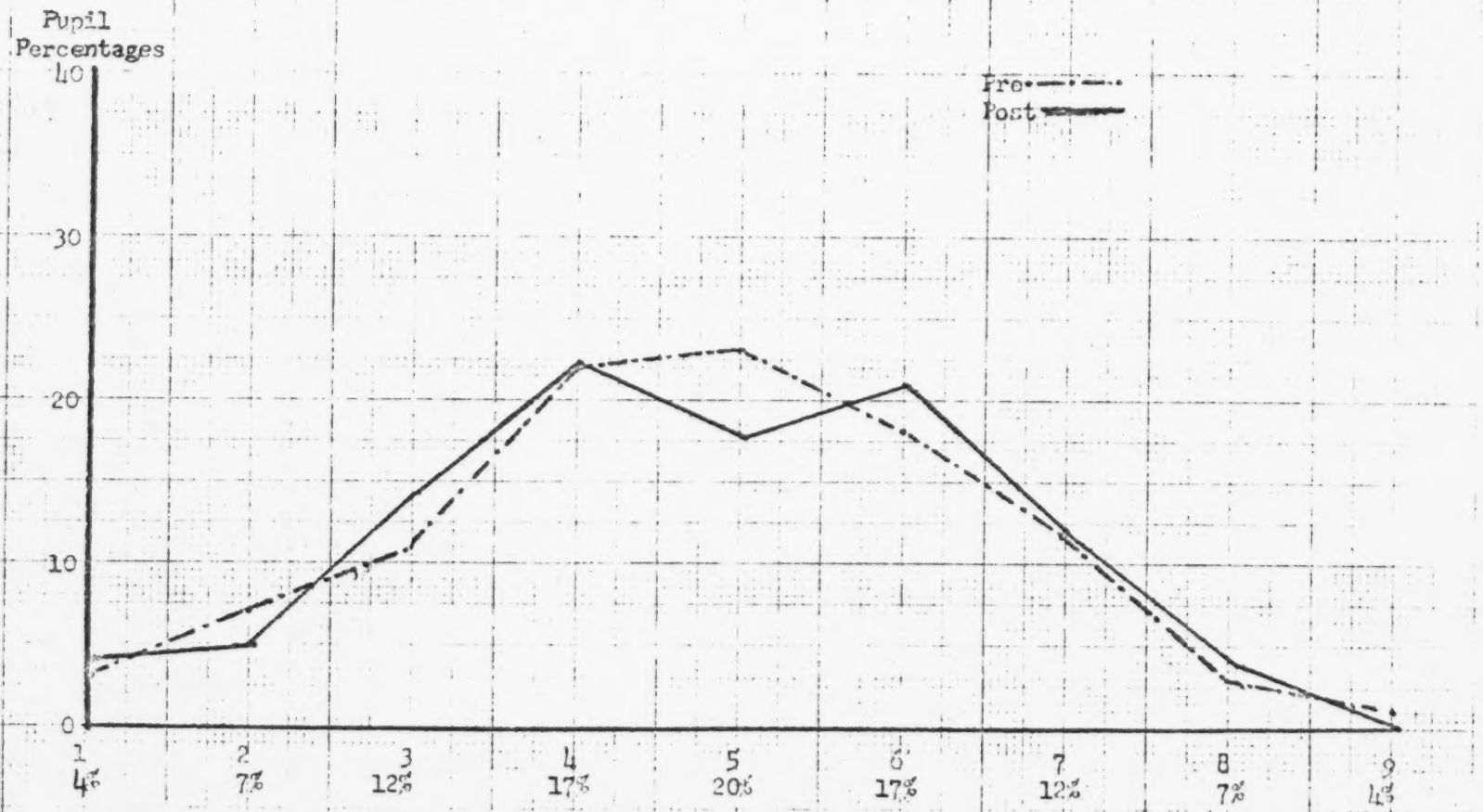

Fig. 86.-- Improvement in Spelling shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine staning levels.

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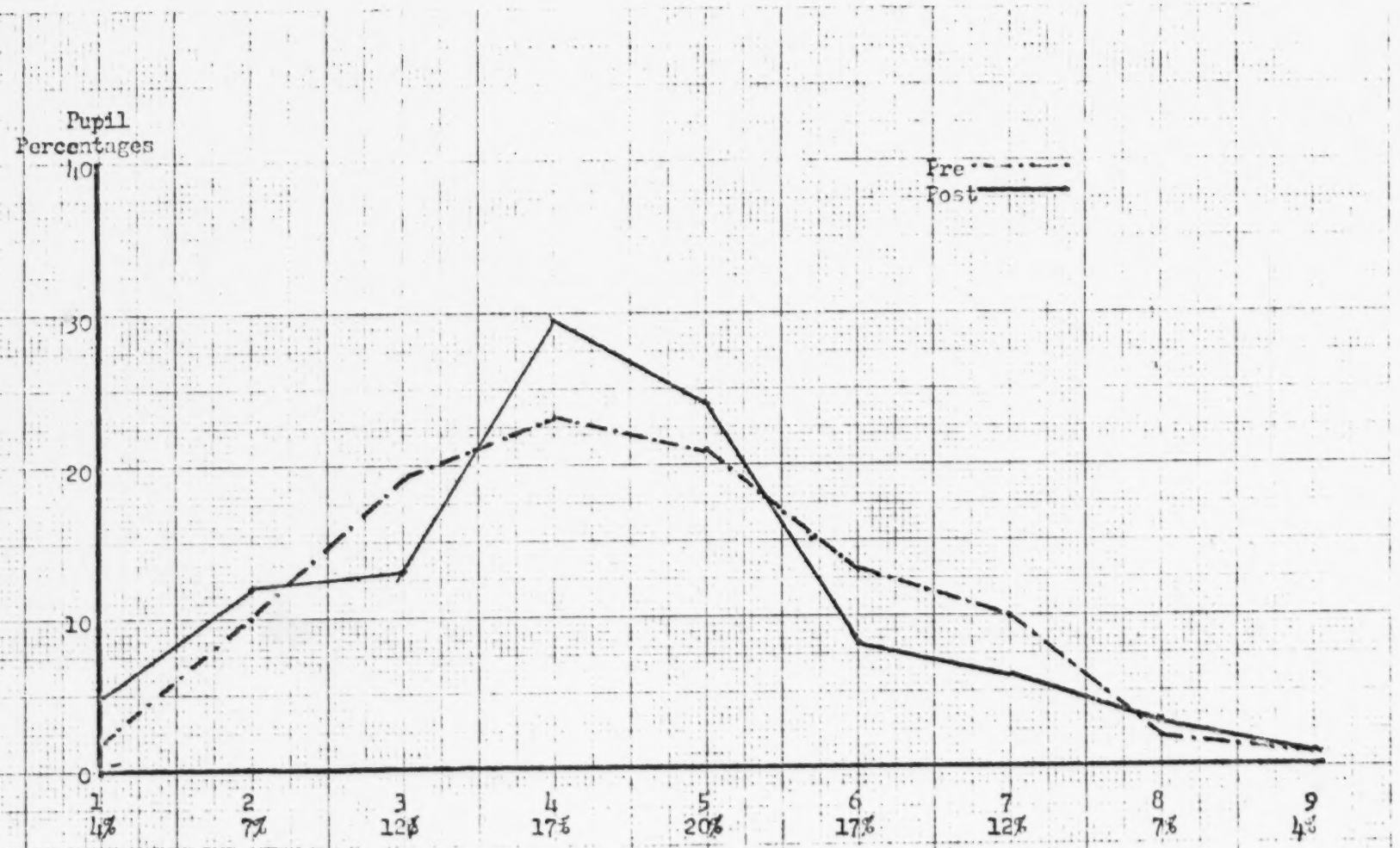

Fig. 87.-- Improvement in Spelling shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Spelling made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

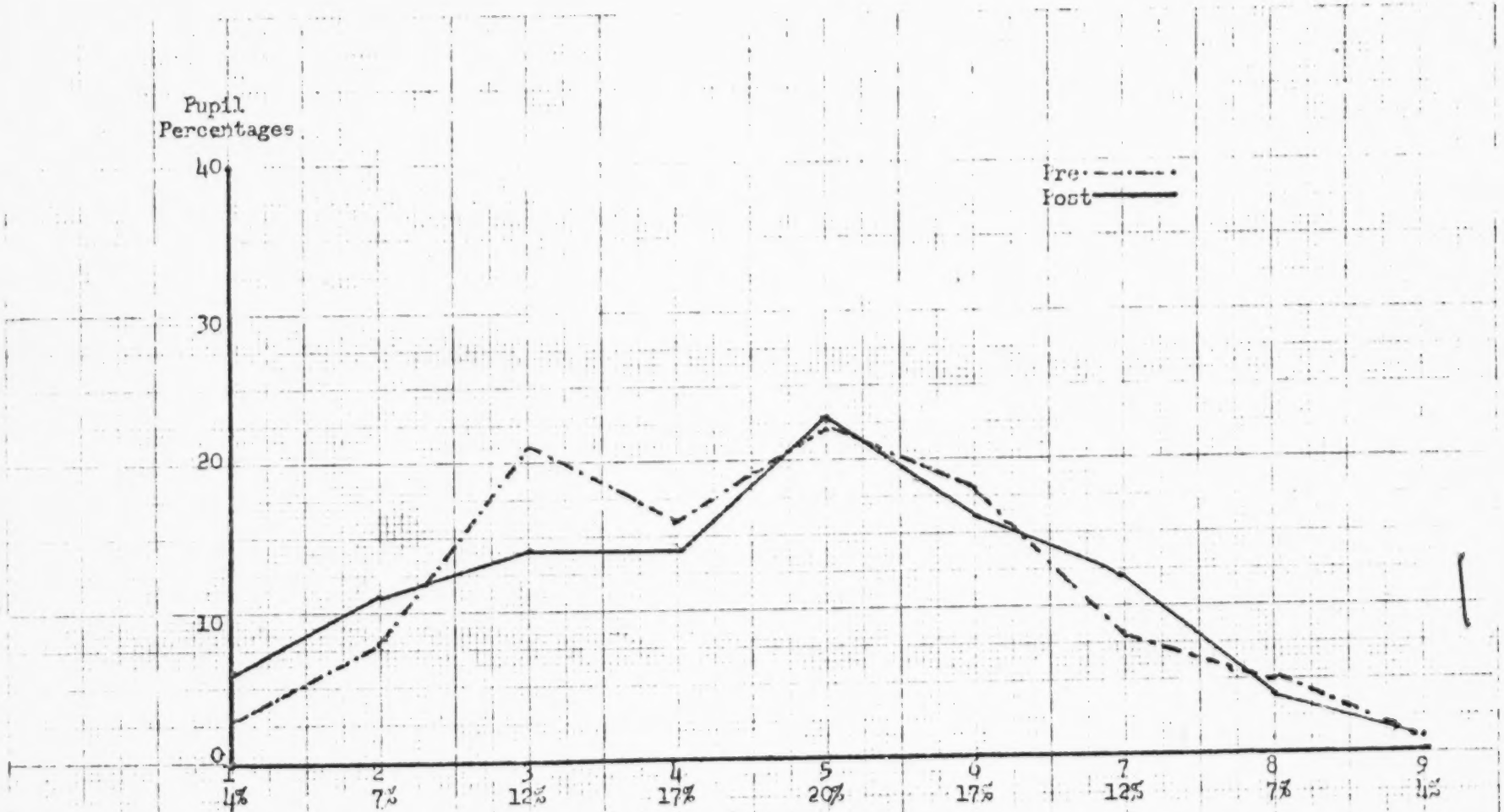

Fig.88.--Improvement in Language shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Language made on the Metropolitan Achievement Tests: High School, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

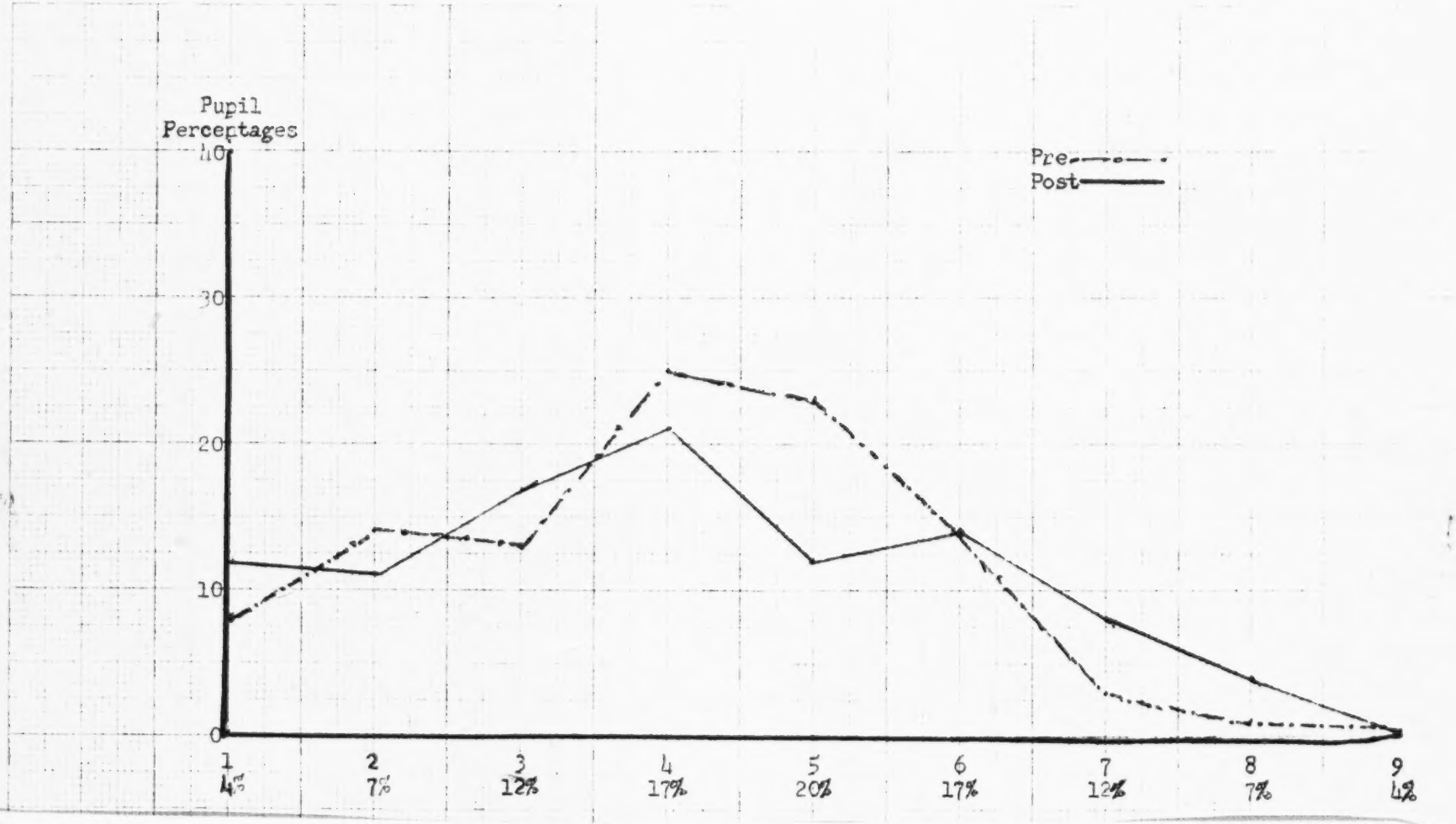

Fig.89.--Improvement in Language Study Skills shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Language Study Skills made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

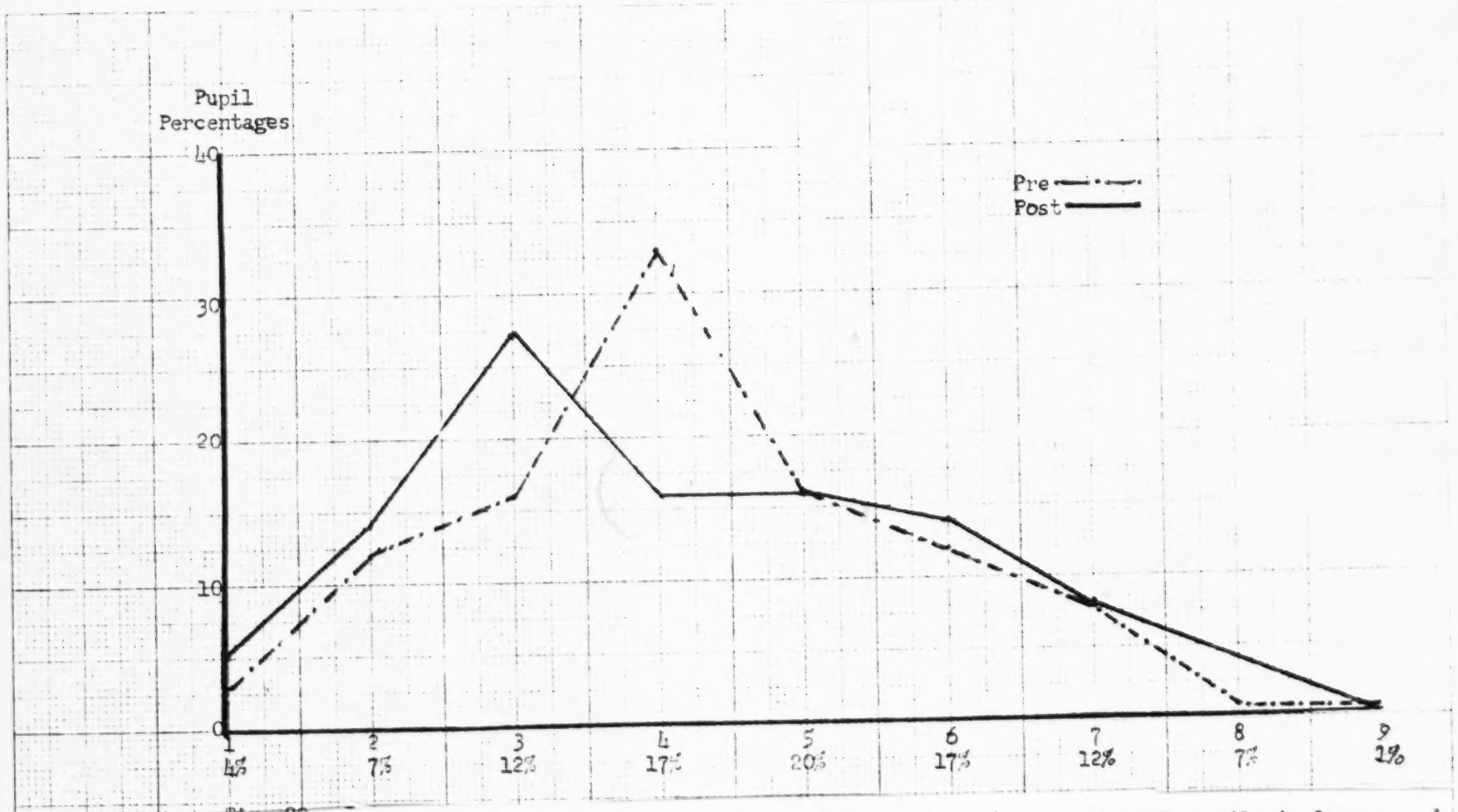

Fig.90.--Improvement in Social Studies Stydy Skills shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Social Studies Stydy Skills made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

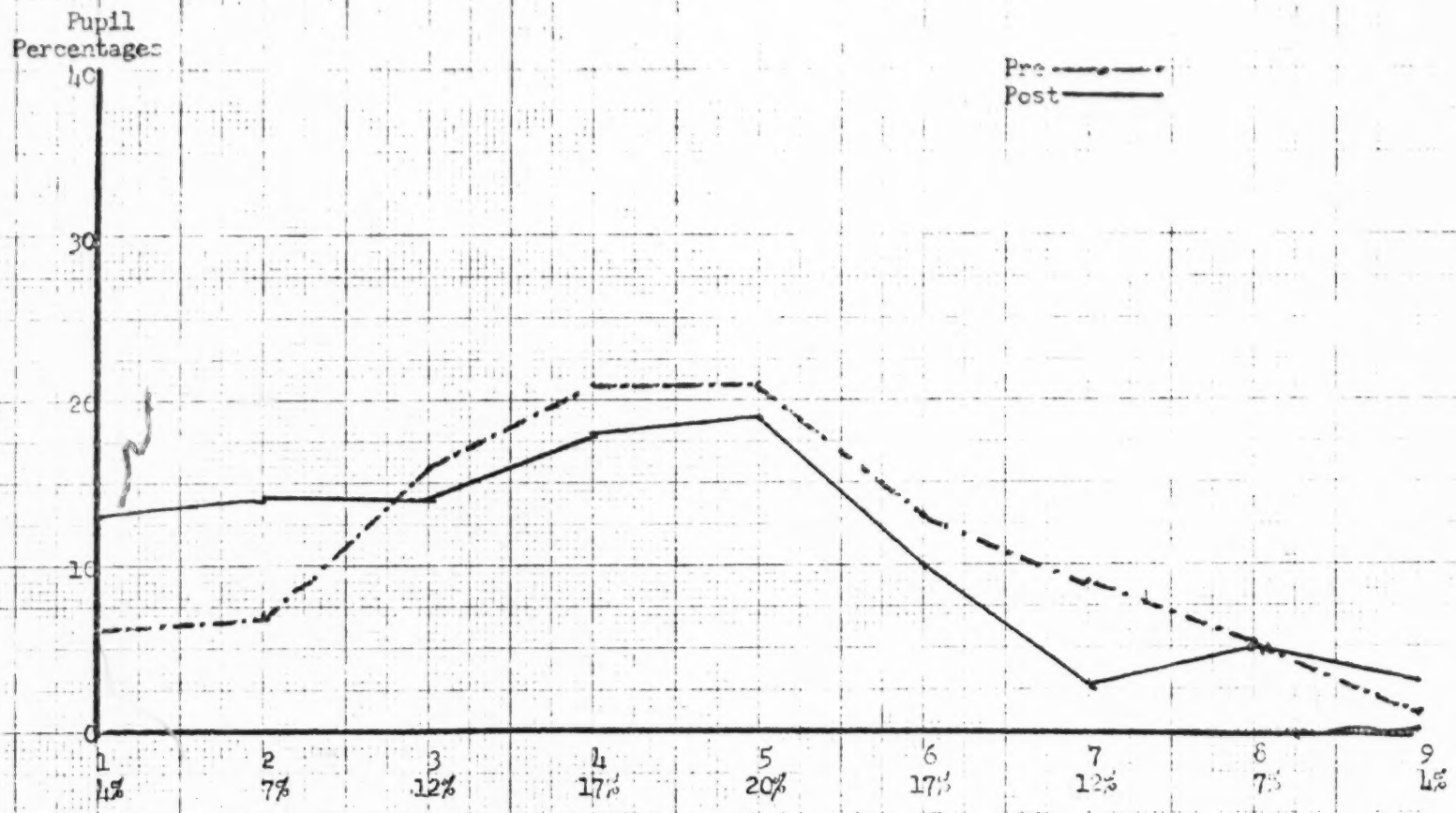

Fig. 91.--Improvement in Social Studies Vocabulary shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post- subtest scores in Social Studies Vocabulary made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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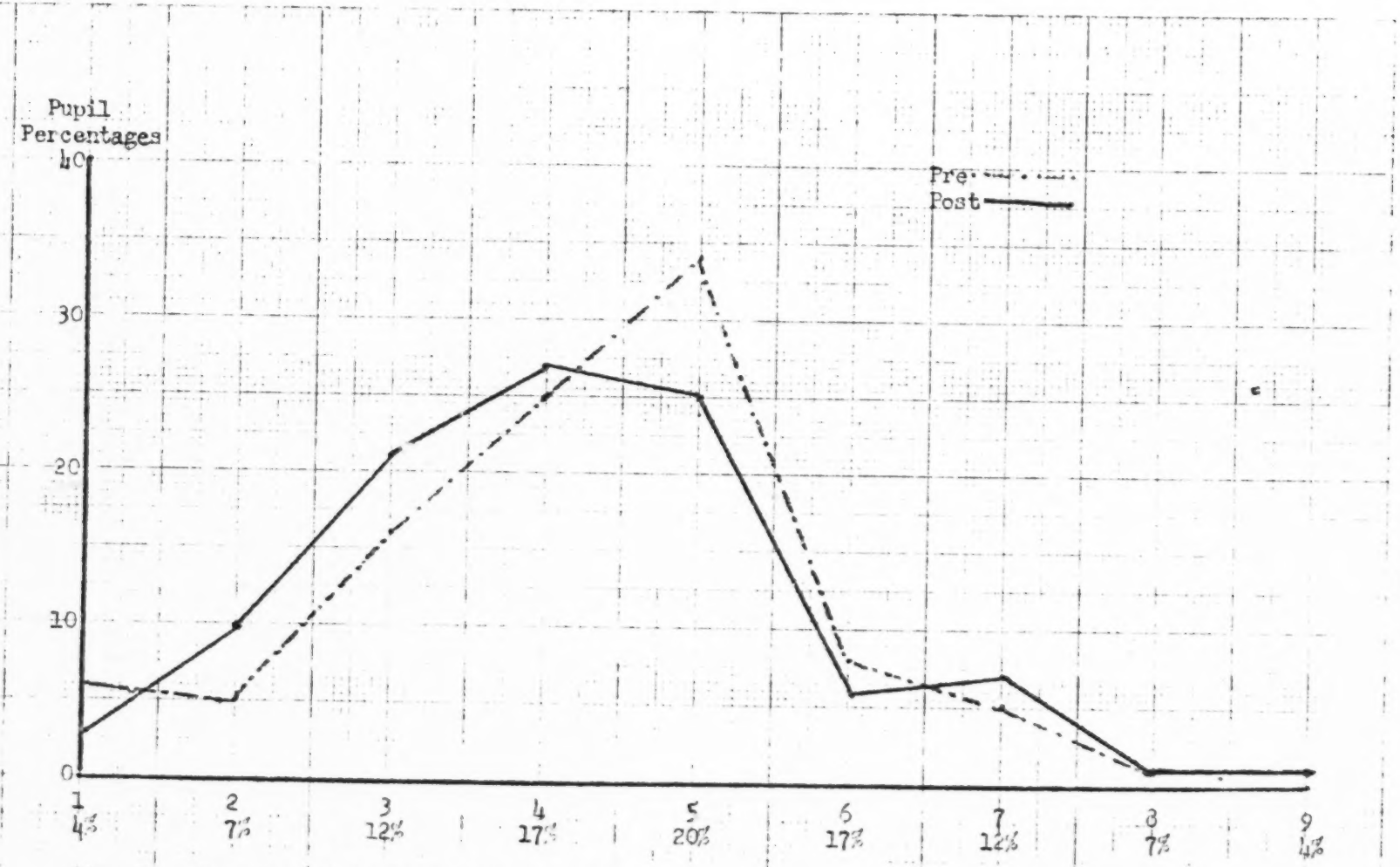

Fig. 92.--Improvement in Social Studies Information shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72 based on pre- and post- subtest scores in Social Studies Information made on the Metropolitan Achievement Tests, High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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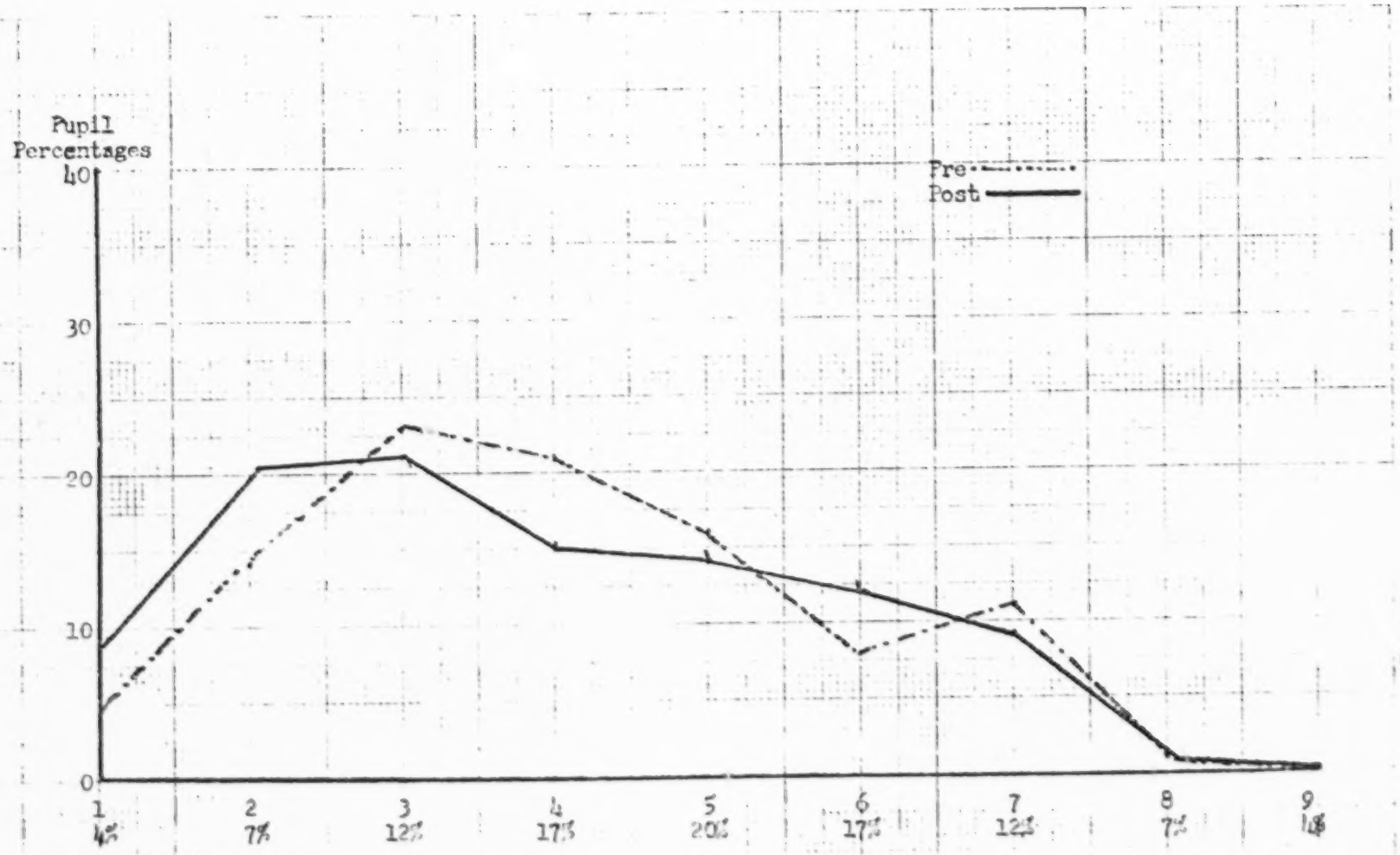

Fig. 93.--Improvement in Mathematics: Computation and Concepts shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest scores in Mathematics: Computation and Concepts made on the Metropolitan Achievement Tests: High School Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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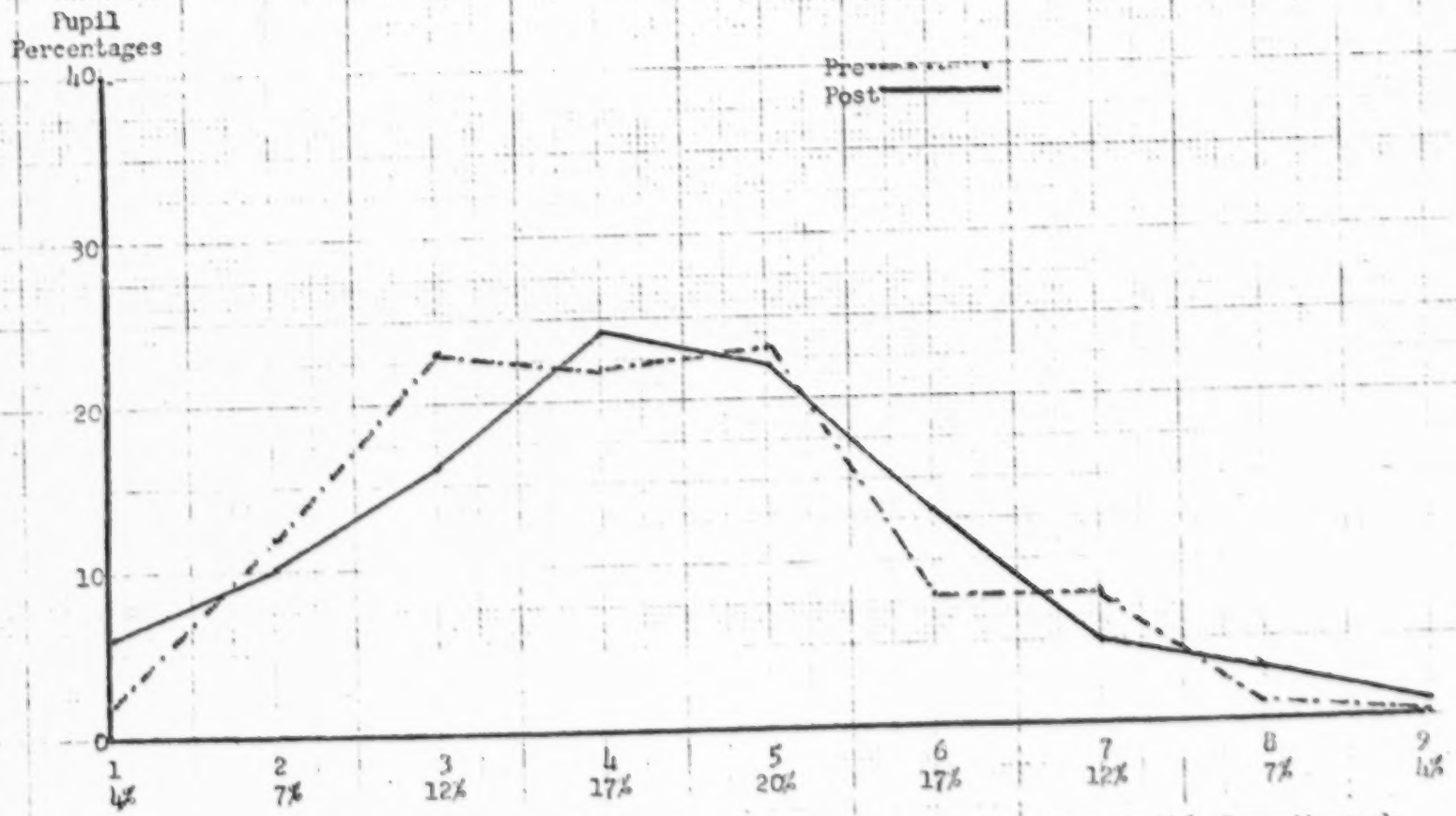

Fig.9h.--Improvement in Mathematics: Analysis and Problem Solving shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest scores in Mathematics: Analysis and Problem Solving made on the Metropolitan Achievement Tests: High School, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

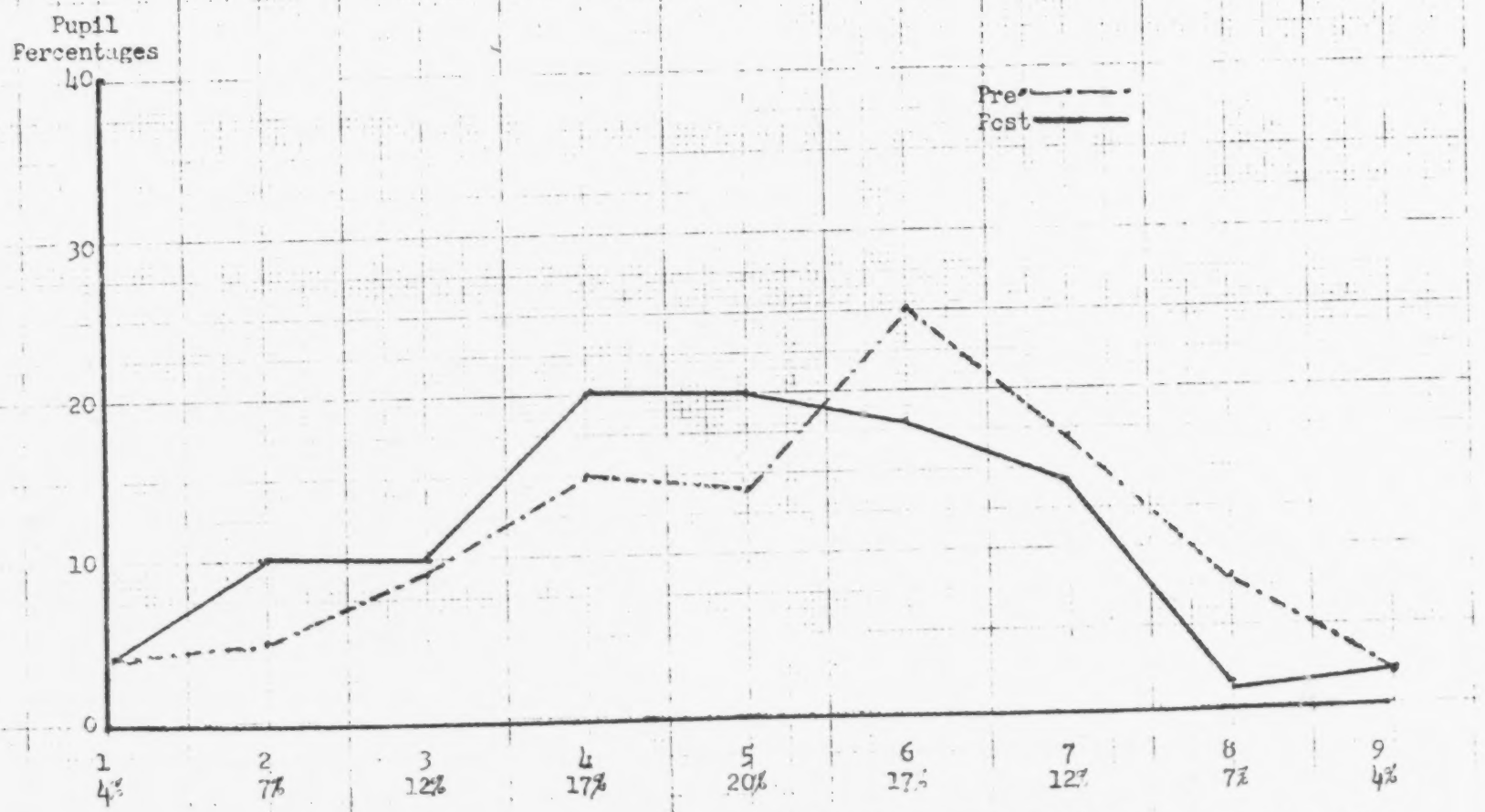

Fig.95.--Improvement in Scientific Concepts and Understanding shown by 116 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest in Scientific Concepts and Understanding made on the Metropolitan Achievement Tests: High School, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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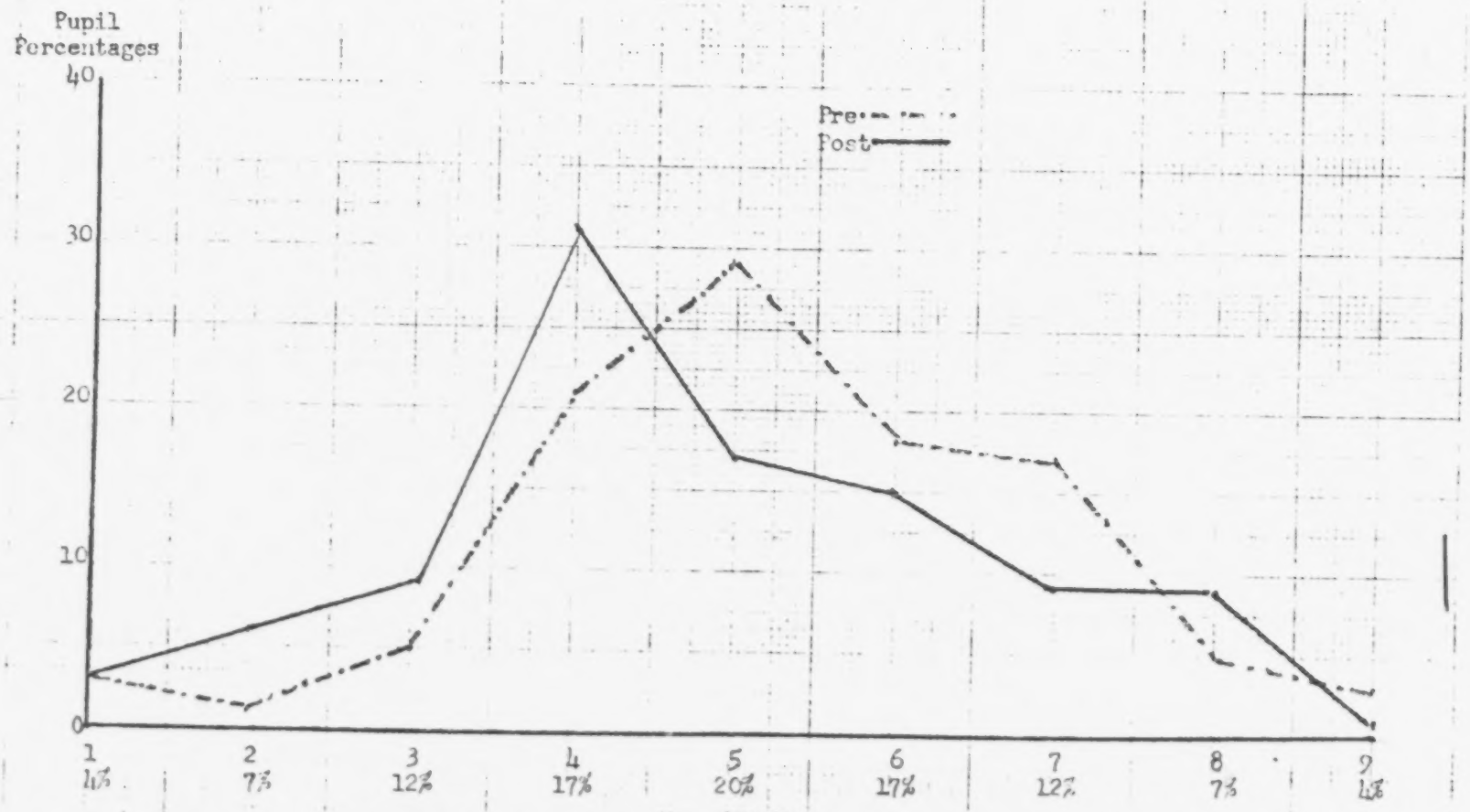

Fig.96.--Improvement in Science Information shown by 146 eleventh-grade pupils in Overton County, Tennessee, schools, 1971-72, based on pre- and post-subtest scores in Science Information made on the Metropolitan Achievement Tests: High School, Forms G and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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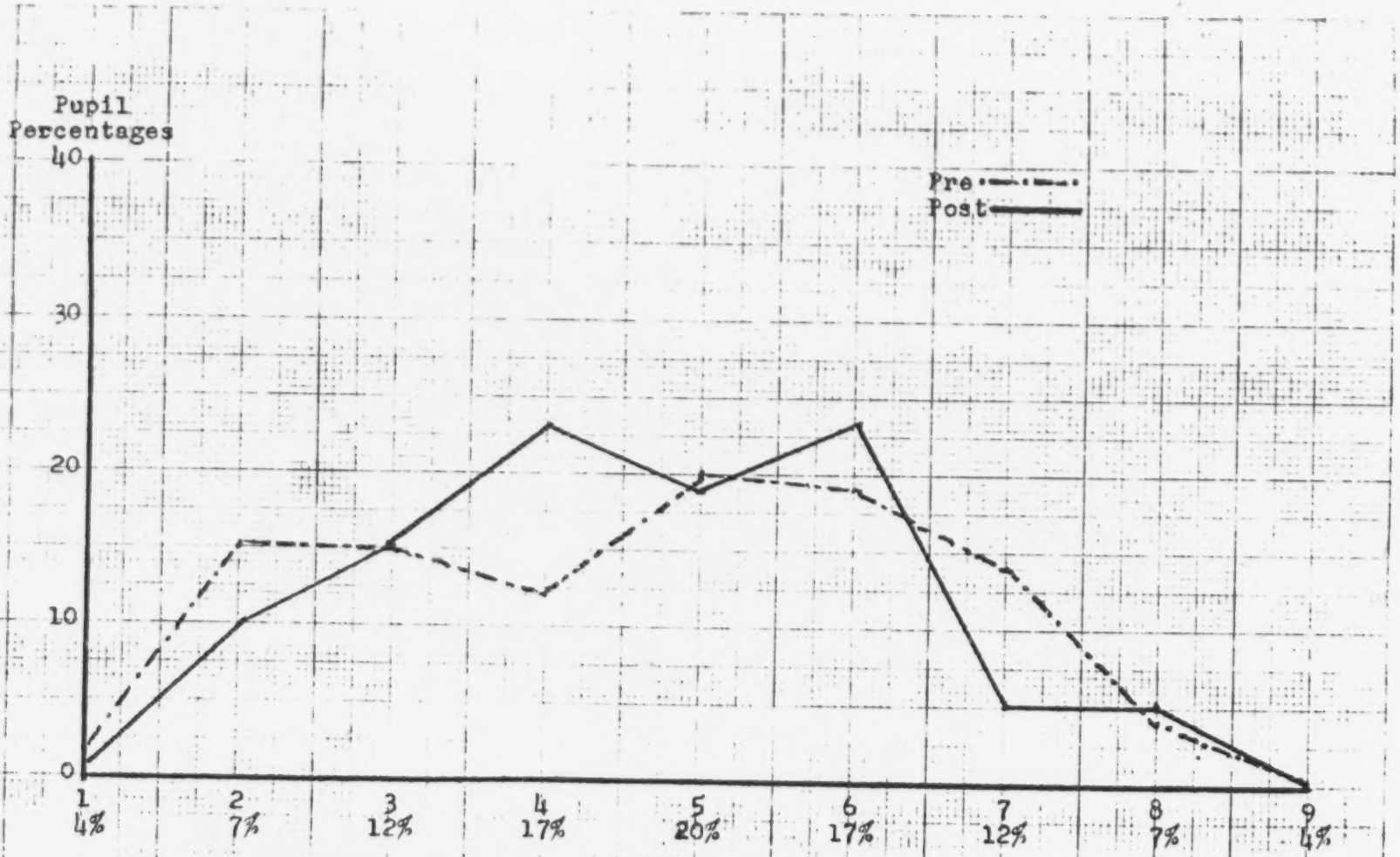

Fig.97.--Improvement in Reading made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Reading made on the Metropolitan Achievement Tests: High School Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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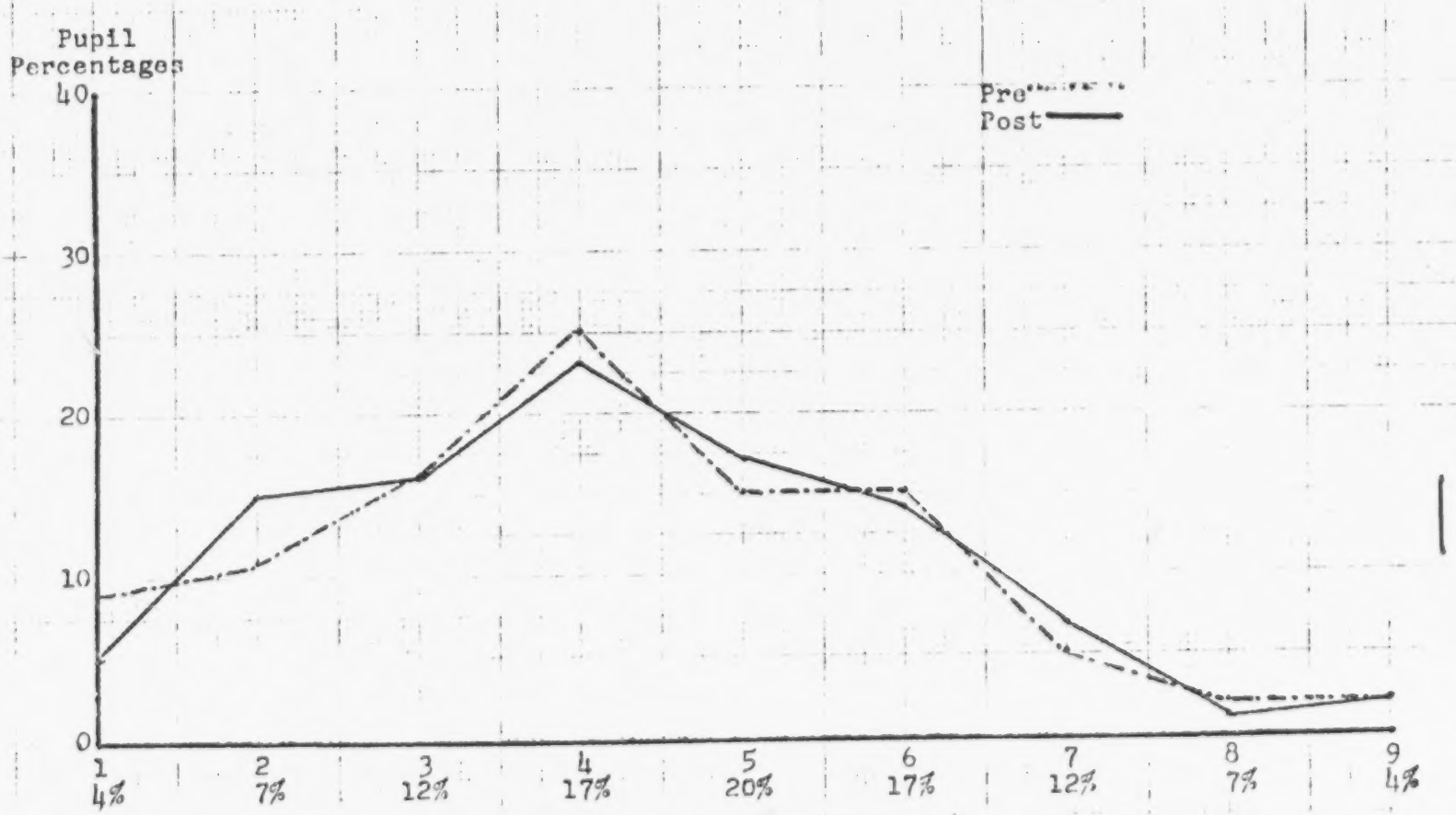

Fig.98.--Improvement in Spelling made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Spelling made on the Metropolitan Achievement Tests: High School,Bm and F, and reported by difference in pupil percentages at each of the nine stanine levels.

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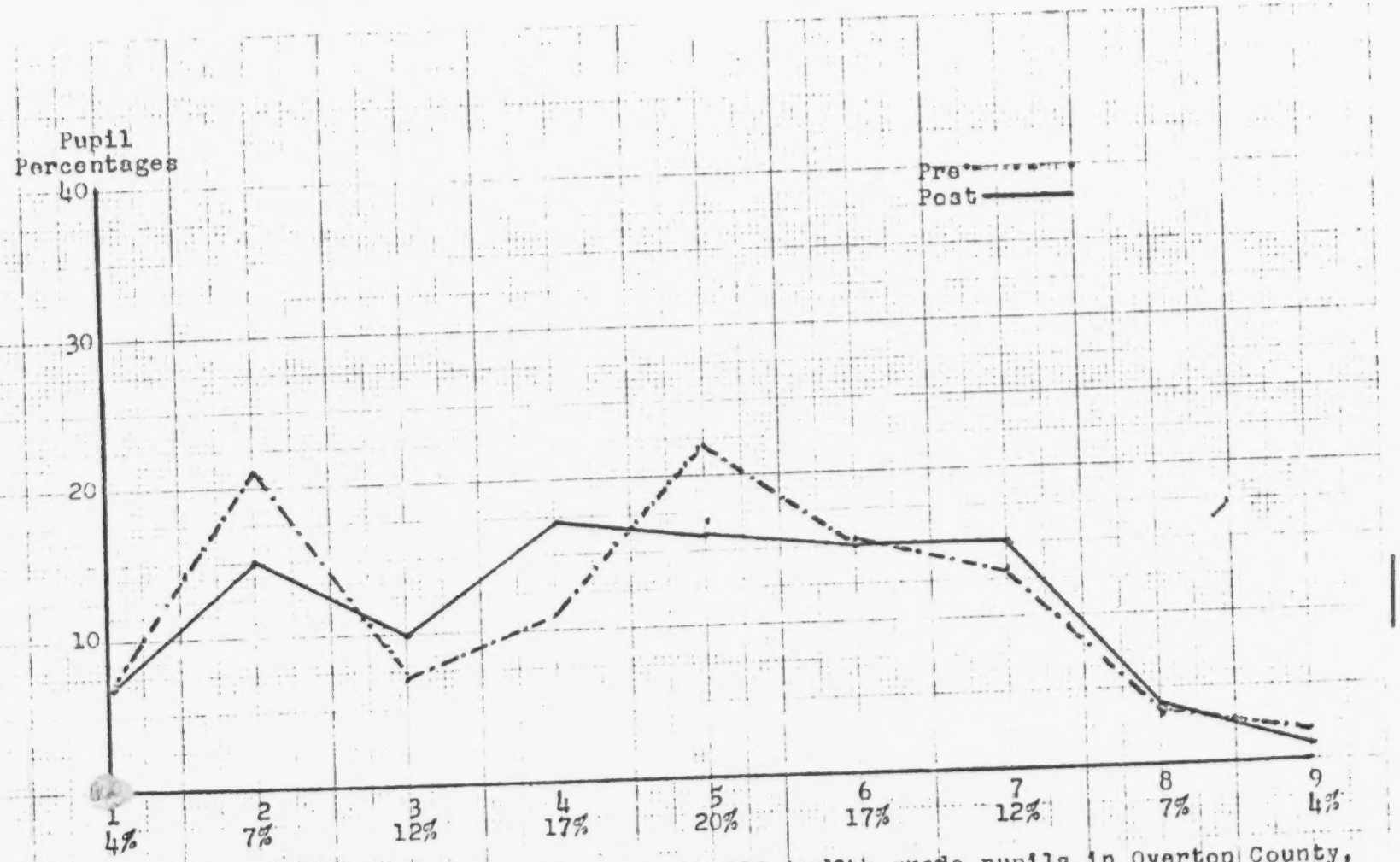

Fig.99.--Improvement in Language made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Language made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences at each of the nine stanine levels.

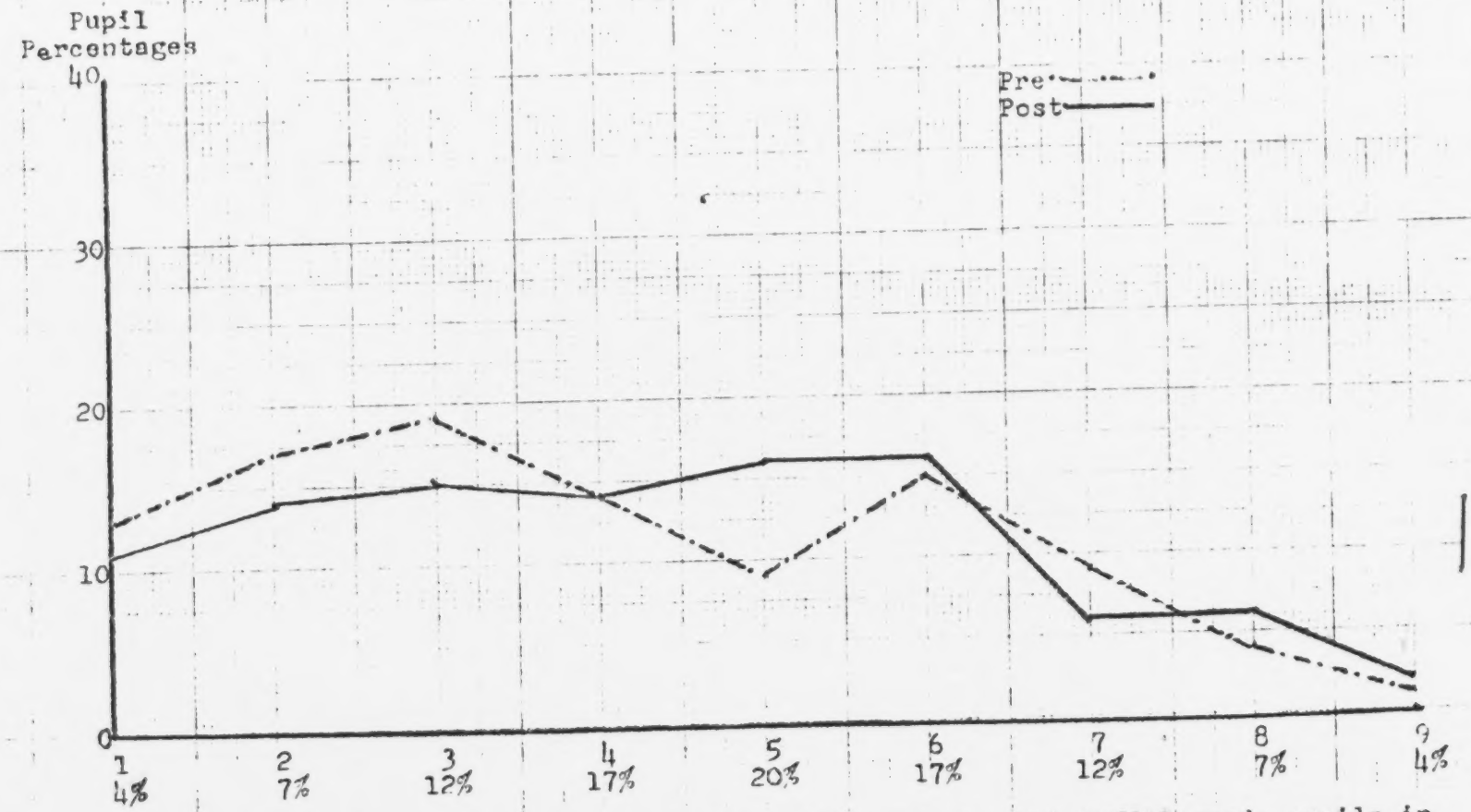

Fig.100.--Improvement in Language Study Skills made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Languages Study Skills made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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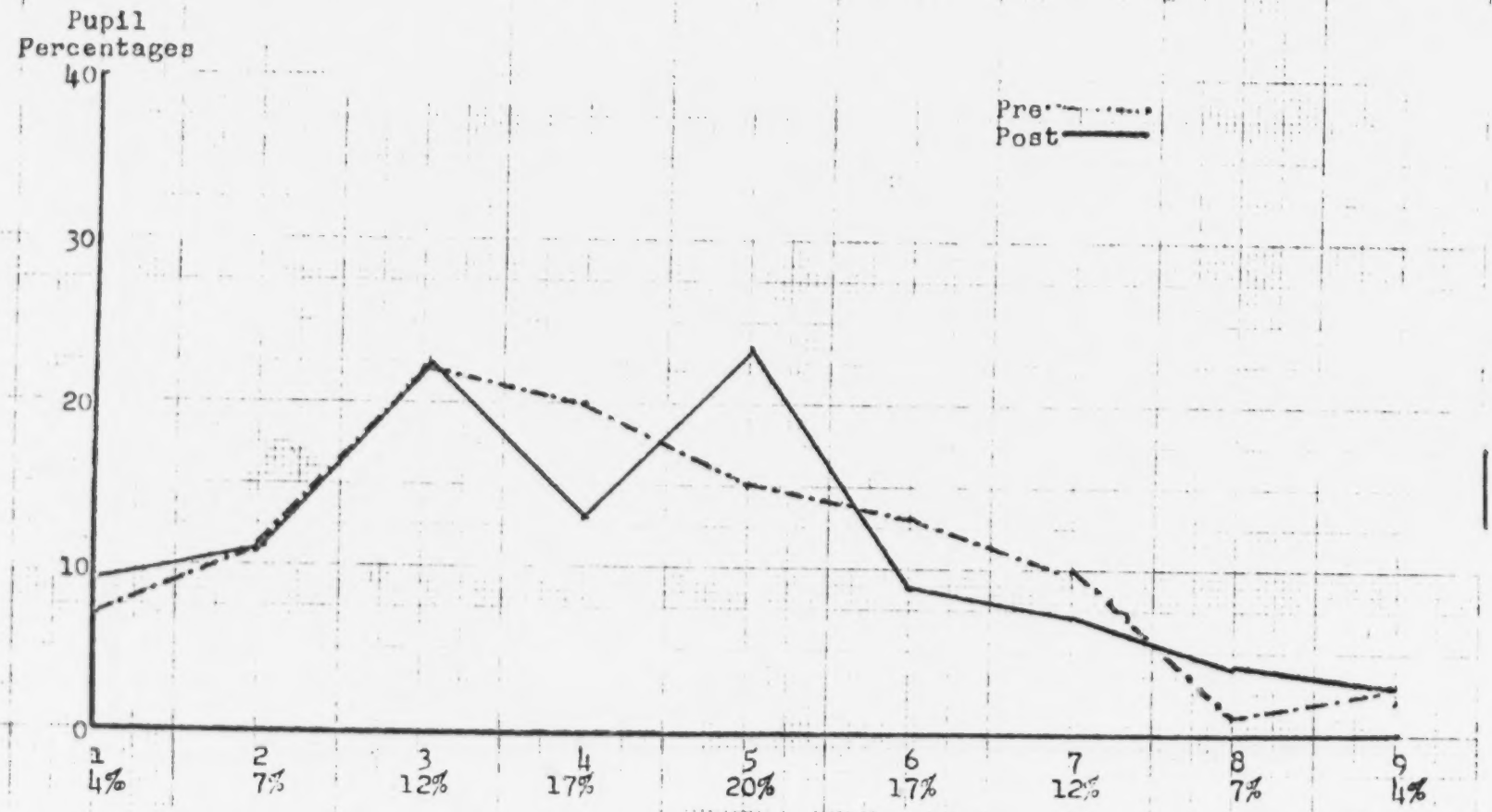

Fig.101.--Improvement in Social Studies Study Skills made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Social Study Skills made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

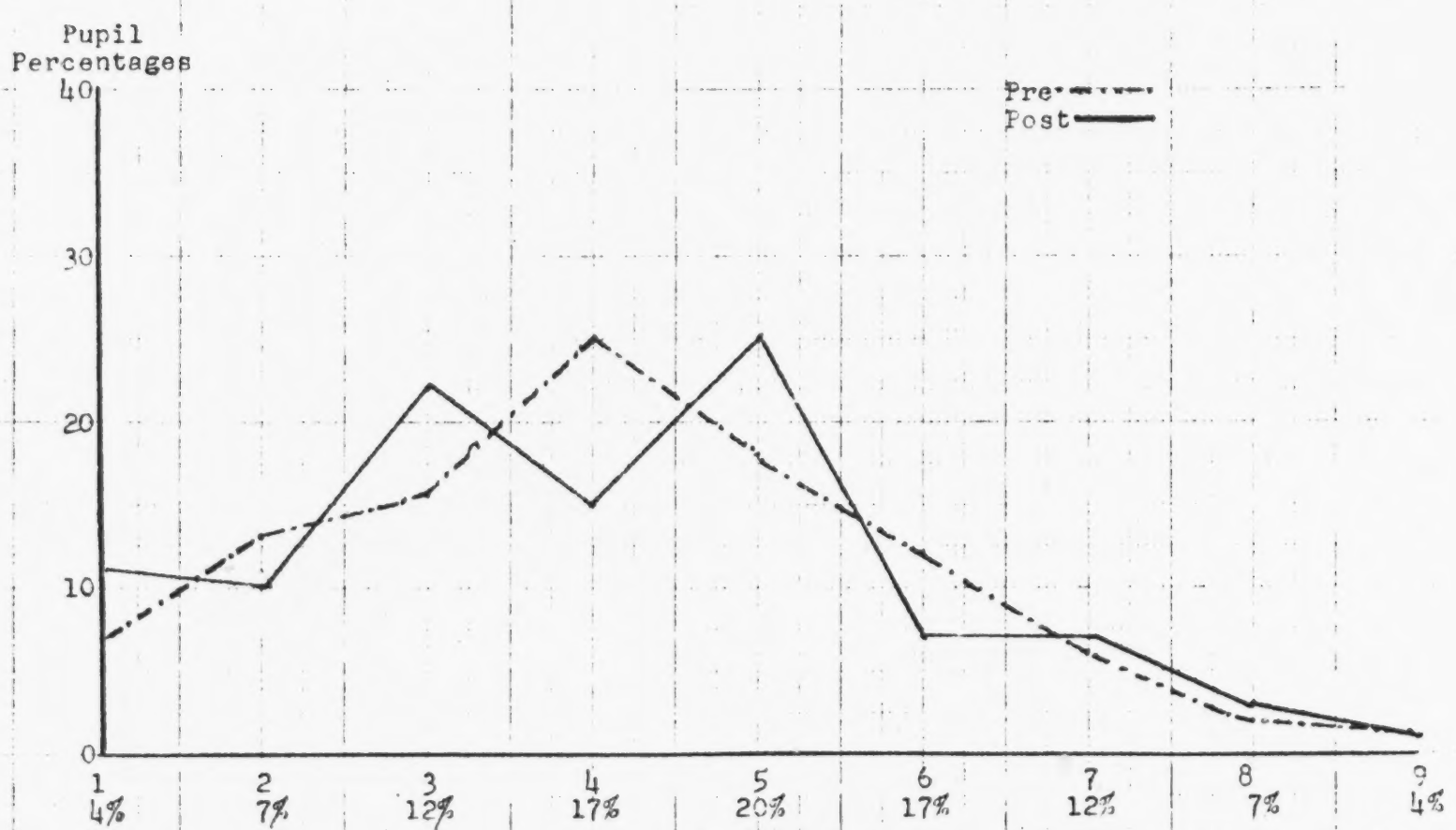

Fig.102.--Improvement in Social Studies Vocabulary made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Social Studies Vocabulary made on the Metropolitan Achievement Tests: High School Forms Bm and F and reported by differences in pupil percentages at each of the nine stanine levels.

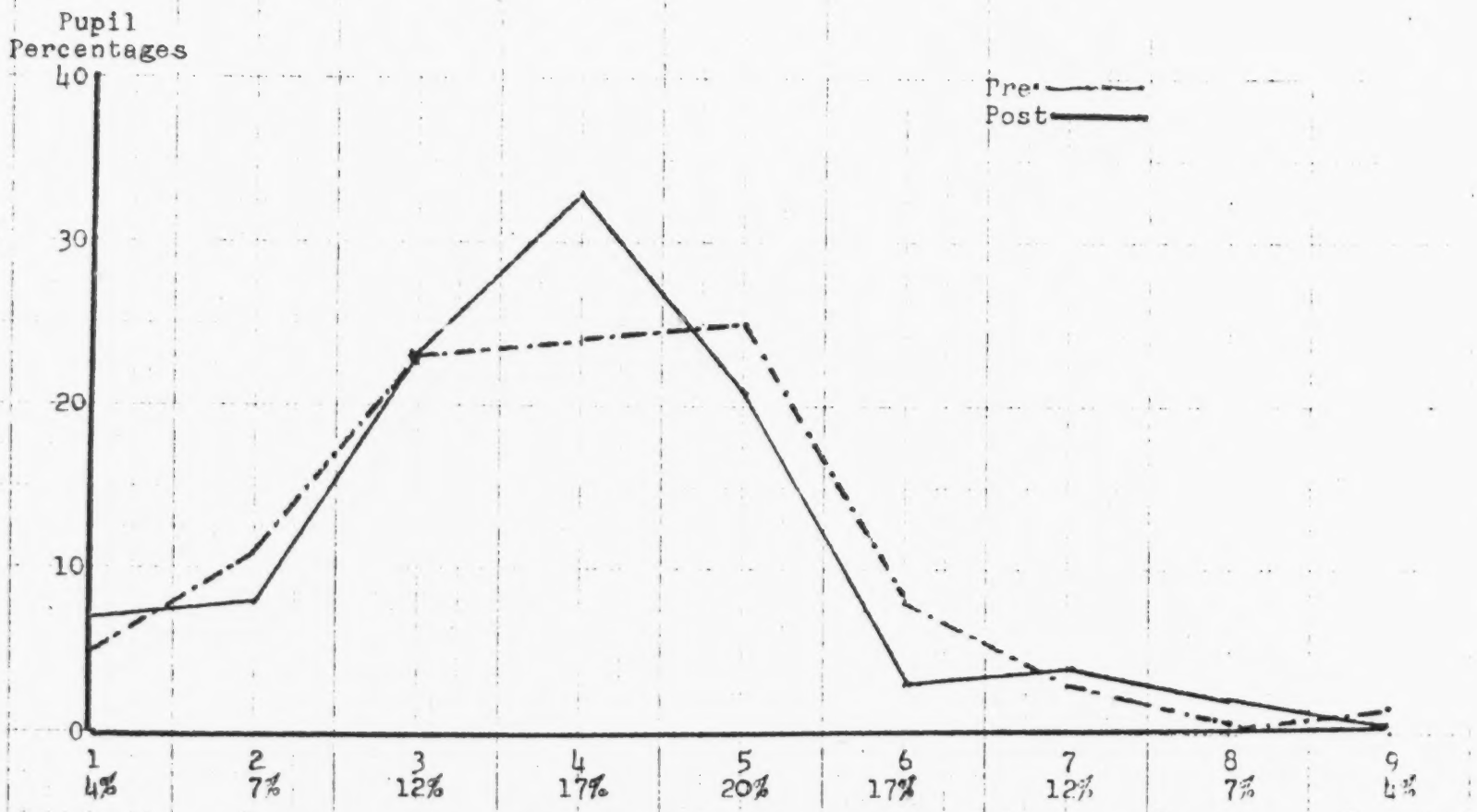

Fig.103.--Improvement in Social Studies Information made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Social Studies Information made on the Metropolitan Achievement Tests: High Schools Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

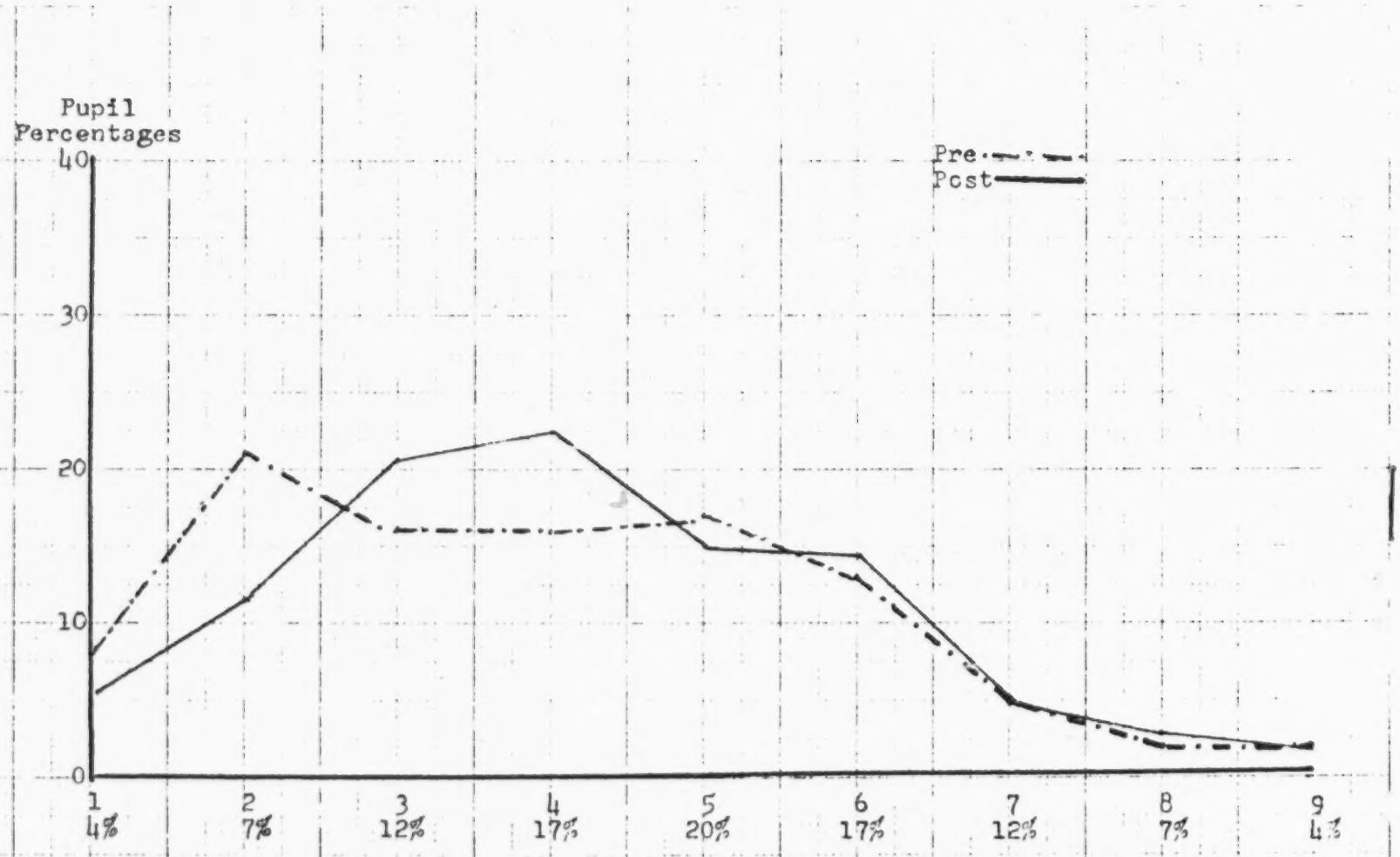

Fig.104.--Improvement in Mathematics: Computation and Concepts made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Mathematics: Computation and Concepts made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

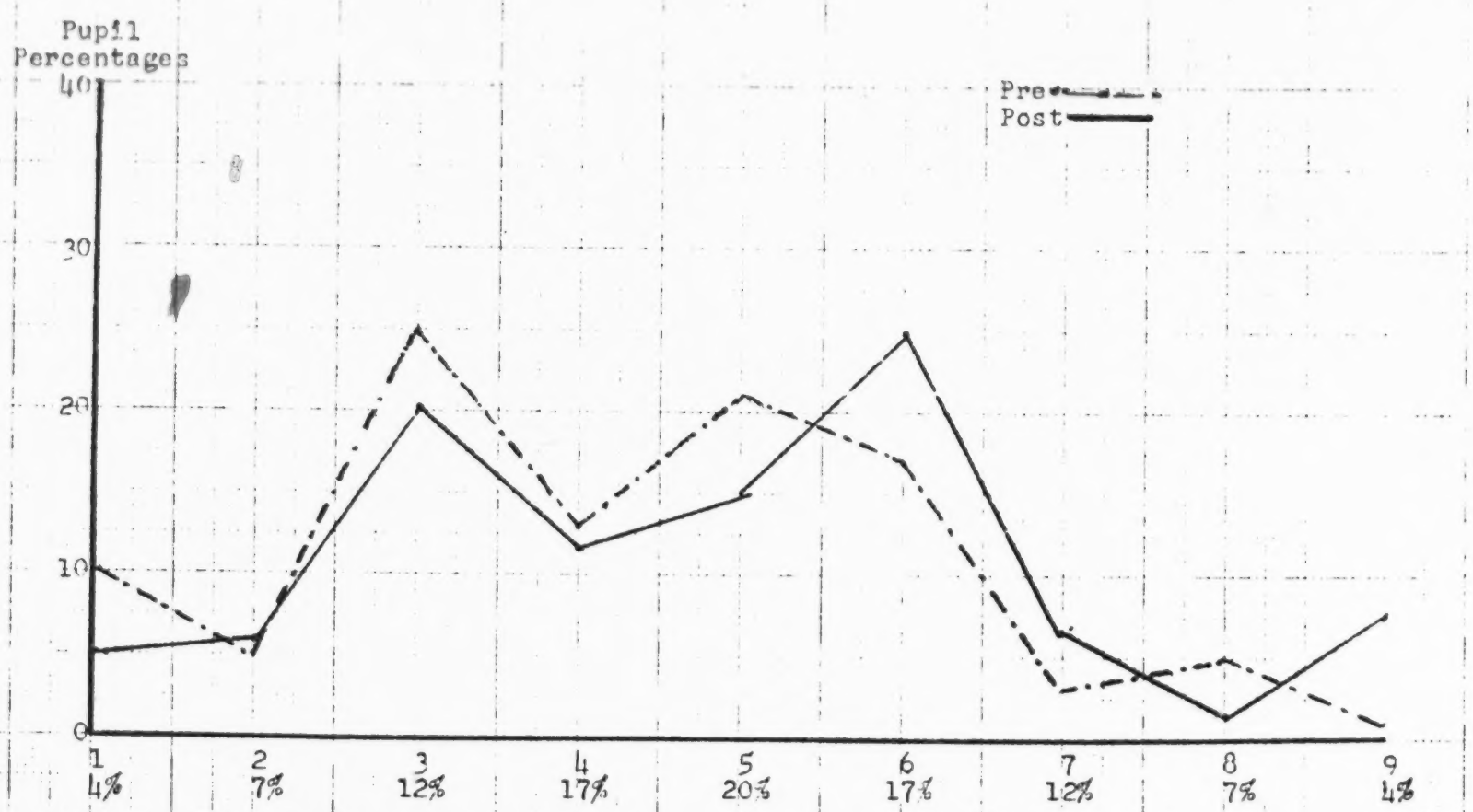

Fig.105.--Improvement in Mathematics: Problem Solving made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Mathematics: Problem Solving made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

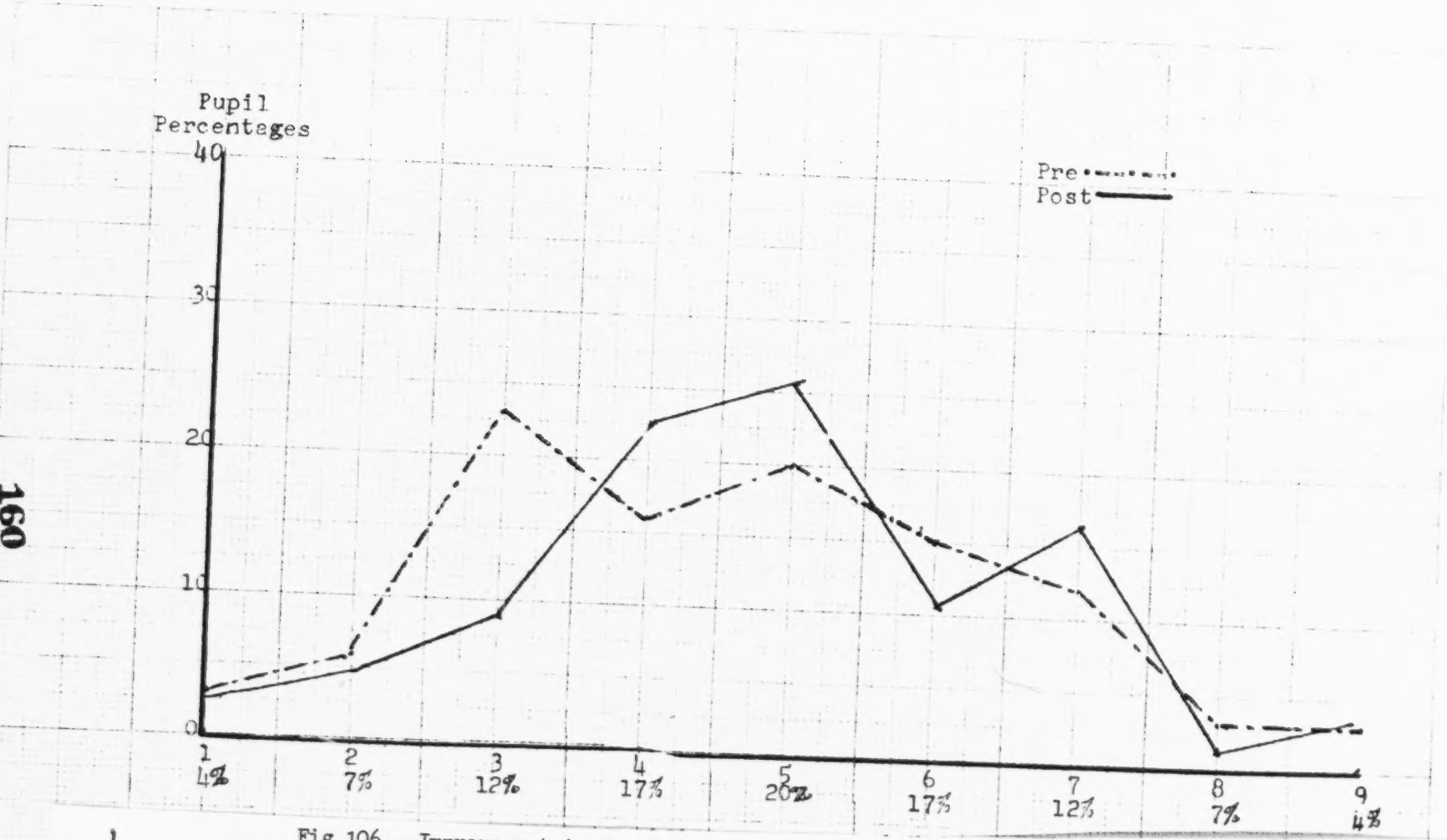

Fig.106.--Improvement in Scientific Concepts and Understanding made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post-subtest scores in Scientific Concepts and Understanding made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

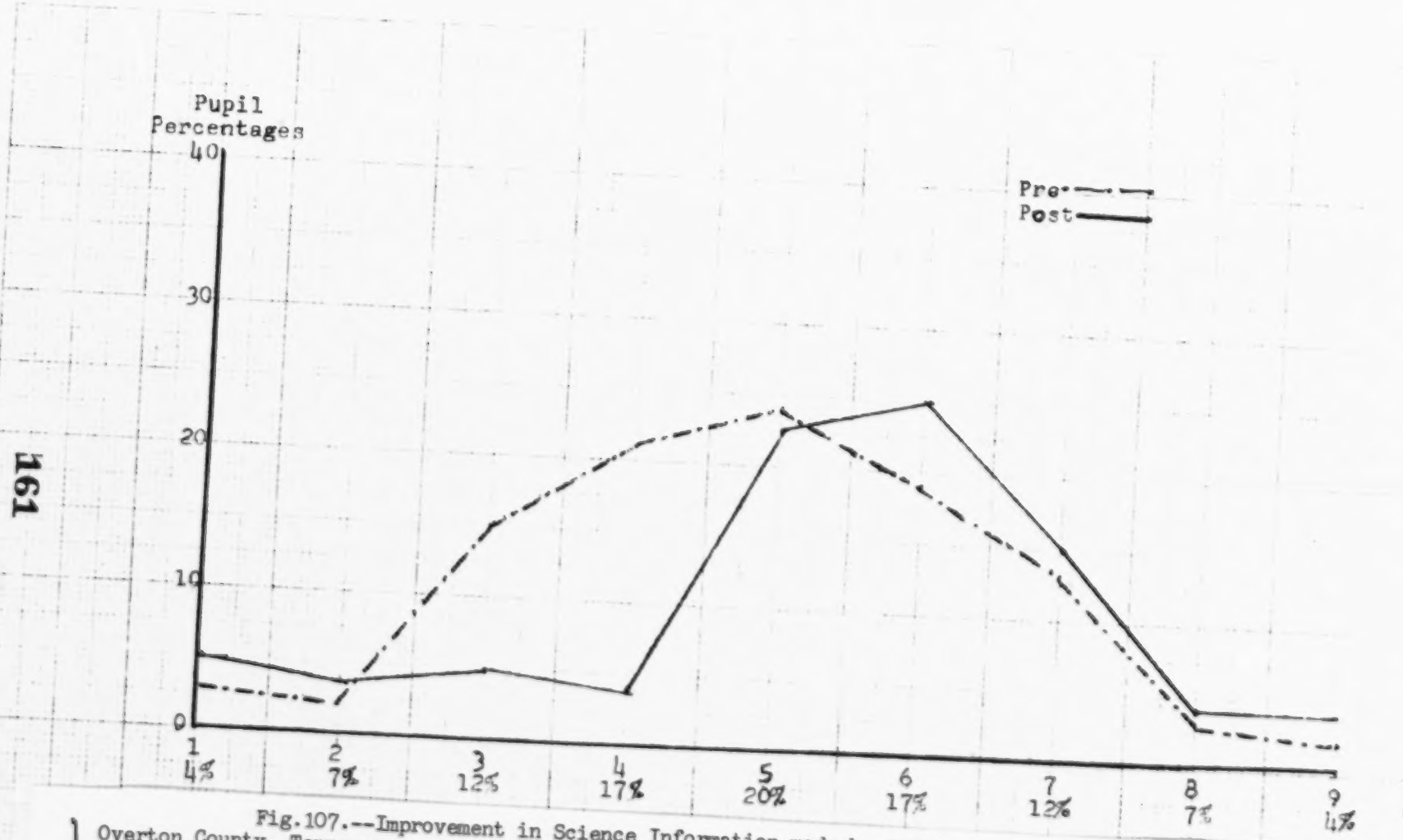

Fig. 107.--Improvement in Science Information made by 110 twelfth-grade pupils in Overton County, Tennessee, schools, 1971-72, based on differences in pre- and post- subtest scores in Science Information made on the Metropolitan Achievement Tests: High School, Forms Bm and F, and reported by differences in pupil percentages at each of the nine stanine levels.

SECTION VII

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT - SPECIAL PROJECTS: A. REMEDIAL READING (GRADES 2-11), B. BUILDING TRADES (GRADES 11-12)

A. REMEDIAL READING

Fifteen special reading teachers provided remedial reading classes for students in grades 2-11 whose reading performance was one year or more below reading-expectancy level. Each school in the county had at least one special reading teacher.

Seven hundred and fifty-five students in grades 2-11 composed the remedial reading group. Seven hundred and nine students in grades 2-9 composed the non-remedial reading group. Both groups were pre-tested in September, 1971, and post-tested in May, 1972. The testing instrument was the California Achievement Reading Test.

Reading comprehension and vocabulary were the two areas of reading in which pupil progress in reading achievement was determined through pre- and post-testing.

A comparison of the remedial and non-remedial reading groups reveals the following in Tables 2 and 3: Remedial reading and non-remedial reading groups improved at all grade levels as revealed by average-grade scores. The table also shows that the special reading group made an average gain of two months more than the non-remedial reading group.

TABLE 1

STUDENTS IN GRADES 2-11, WHO WERE ENROLLED IN REMEDIAL READING CLASSES

Grade	No. of Pupils	Reading Average Grade Score		
		Pre-Test (Sept.)	Post-Test (May)	Pre- and Post-Test Difference
2	121	0.8	2.2	1.4
3	130	1.3	2.5	1.2
4	104	1.9	3.6	1.7
5	144	2.5	3.9	1.4
6	132	3.3	4.5	1.2
7-11	124	5.9	6.9	1.0
TOTAL	755	2.6	3.9	1.3 GAIN

TABLE 2

STUDENTS IN GRADES 2-9 WHO WERE NOT ENROLLED IN REMEDIAL READING CLASSES

Grade	No. of Pupils	Reading Average Grade Score		
		Pre-Test (Sept.)	Post-Test (May)	Pre- and Post-Test Difference
2	140	1.8	2.9	1.1
3	166	2.8	4.2	1.4
4	107	3.6	5.3	1.7
5	117	5.2	6.4	1.2
6	121	6.2	7.2	1.0
7-9	58	8.2	8.6	0.4
TOTAL	709	4.6	5.7	1.1 GAIN

B. BUILDING TRADES

The 9 junior pupils in the Building Trades classes did slightly better on the post-test battery than did either the 14 seniors or the 2 sophomore pupils, according to the summary table of findings derived from the five subtests of the Cooperative Industrial Arts Tests: General Industrial Arts, Drawing, Electricity-Electronics, Metals, and Woods (See Table 1).

Despite the low scores on the post-test, the quite satisfactory work which the students did during the school year in remodeling a three-bedroom house that has already been sold bears witness to the fact that they have learned much about building trades.

TABLE 3

ACHIEVEMENT OF THE 25 STUDENTS ENROLLED IN BUILDING TRADES CLASSES, LIVINGSTON ACADEMY, OVERTON COUNTY, 1971-72, BASED ON SUB-TEST SCORES MADE ON THE COOPERATIVE INDUSTRIAL ARTS TESTS (FORM B): GENERAL INDUSTRIAL ARTS, DRAWING, ELECTRONICS, METALS, AND WOODS, AND REPORTED ON THE BASIS OF GRADE-GROUP RAW-SCORE PERCENTILES AND STANINES

Grade	Number of Student	Age		General Industrial Arts			Drawing			Electronics			Metals			Woods			Total Test Stanine Average
		Yr.	Mo.	R.S.	%	S.	R.S.	%	S.	R.S.	%	S.	R.S.	%	S.	R.S.	%	S.	
10	2	17	6	15	3	1	13	4	1	12	1	1	9	1	1	14	2	1	1
11	9	17	1	24	20	3	16	7	2	19	10	2	17	12	3	19	11	3	3
12	14	18	5	22	15	3	14	5	2	14	2	1	13	4	2	16	4	2	2
Total	25																		
Ave. Age		18																	
Ave. R. Sc.				20			14			15			13			16			
Percentile					10			5			3			4			4		3
Stanine						2			2			1			2			2	

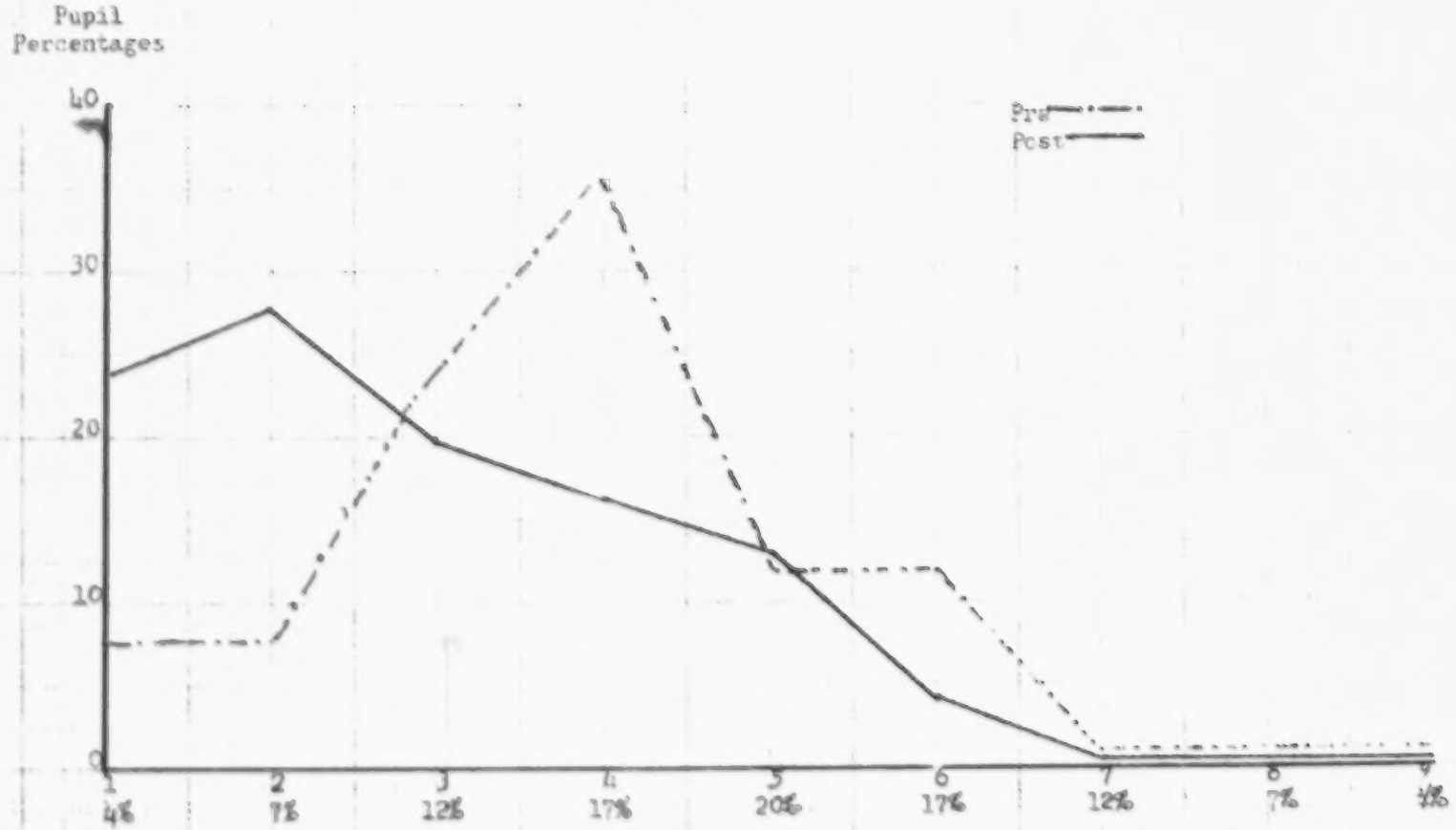

Fig. 108--Improvement in General Industrial Arts made by 25 students in Building Trades classes, Livingston Academy, Overton County, Tennessee schools, 1971-72, based on differences between pre- and post-test scores on the Cooperative Industrial Arts Tests Form B: General Industrial Arts and reported in pupil percentages at each of the nine stanine levels.

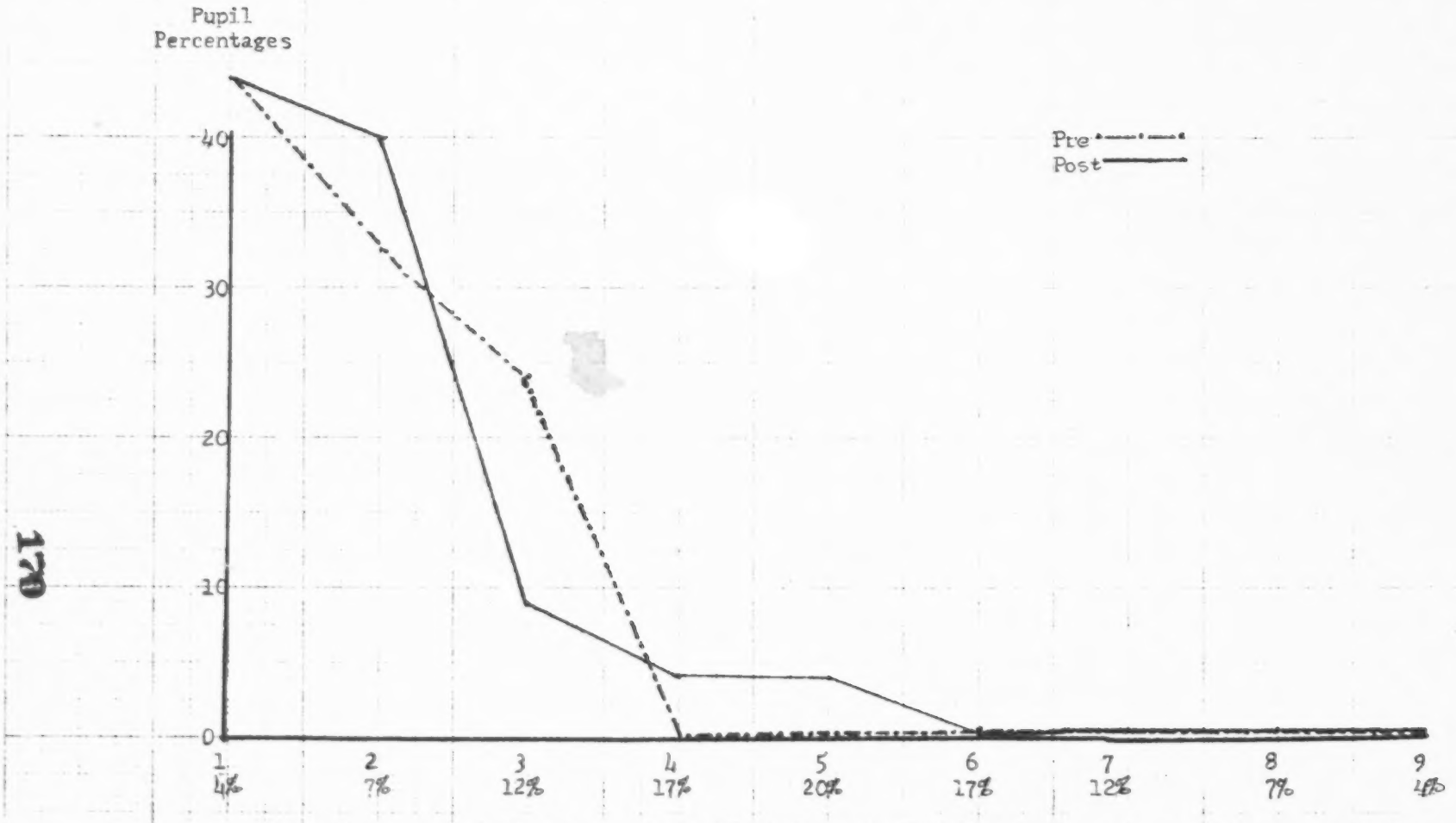

Fig.109.--Imprvement in Drawing made by 25 students in Building Trades calsses, Livingston Academy Overton County, Tennessee, schools, 1971-72, based on differences between pre- and post-test scores on the Co-operative Industrial Arts Tests, Form B: Drawing and Reported in pupil percentages at each of the nine stanine levels.

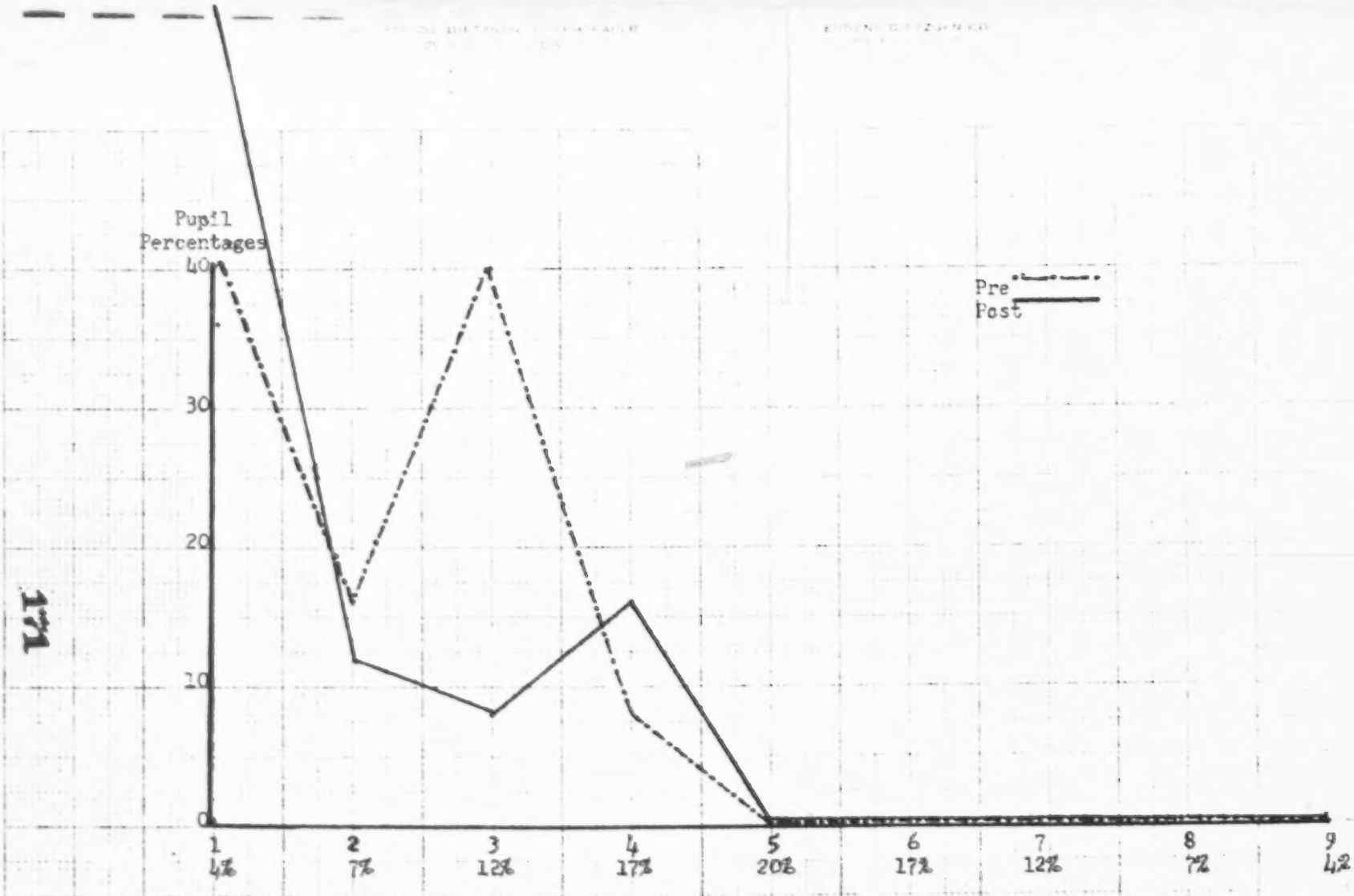

Fig. 110--Improvement in General Electric-Electronics made by 25 students in Building Trades classes, Livingston Academy, Overton County, Tennessee schools, 1971-72, based on differences between pre- and post-test scores in the Cooperative Industrial Arts Tests, Form B: Electric Electronics and Reported in pupil percentages at each of the nine stanine levels.

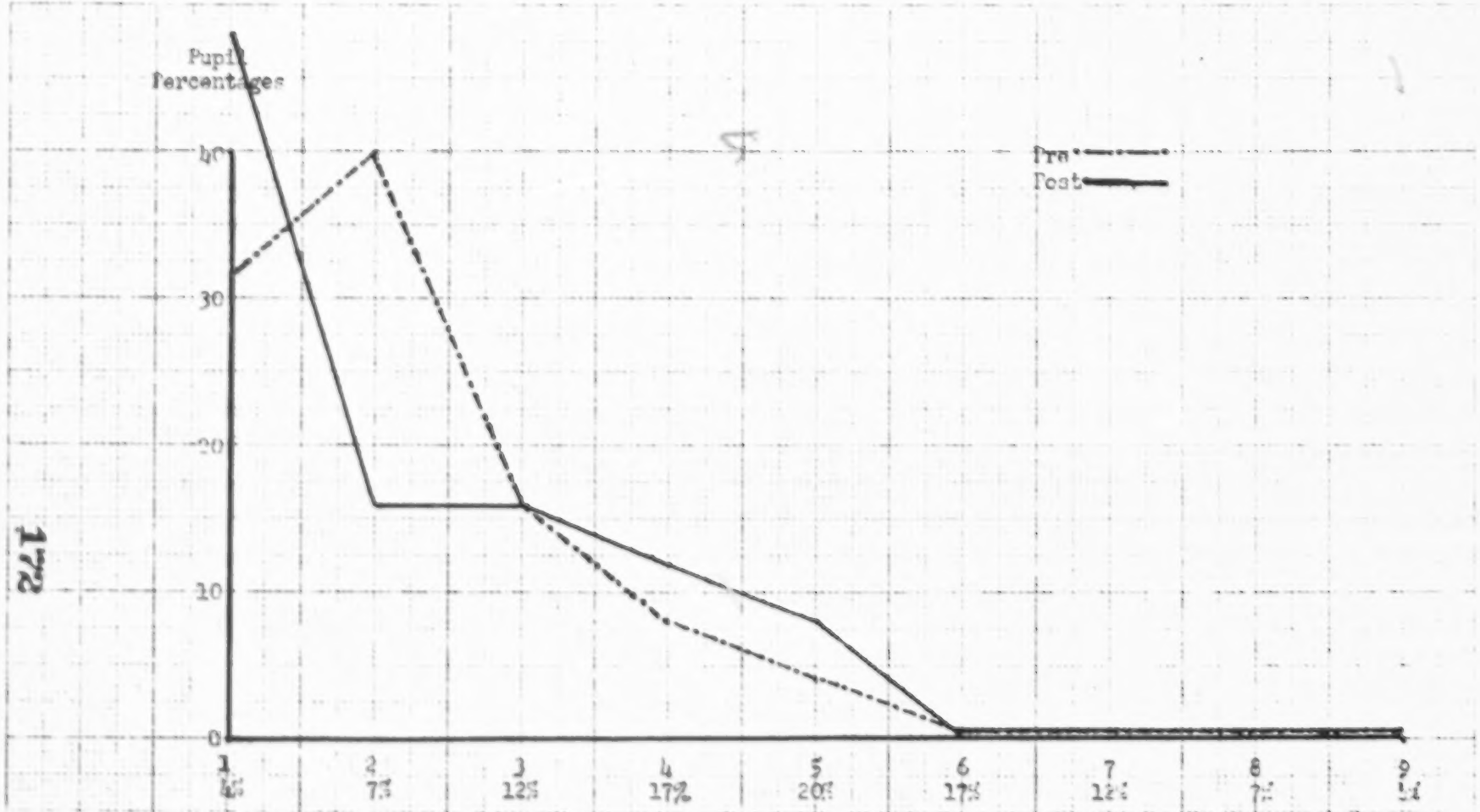

Fig. 111.--Improvement in Metals made by 25 students in Building Trades classes, Livingston Academy, Overton County, Tennessee schools, 1971-72, based on differences between pre- and post-test scores on the Cooperative Industrial Arts Tests, Form B: Metals and reported in pupil percentages at each of the nine stanine levels.

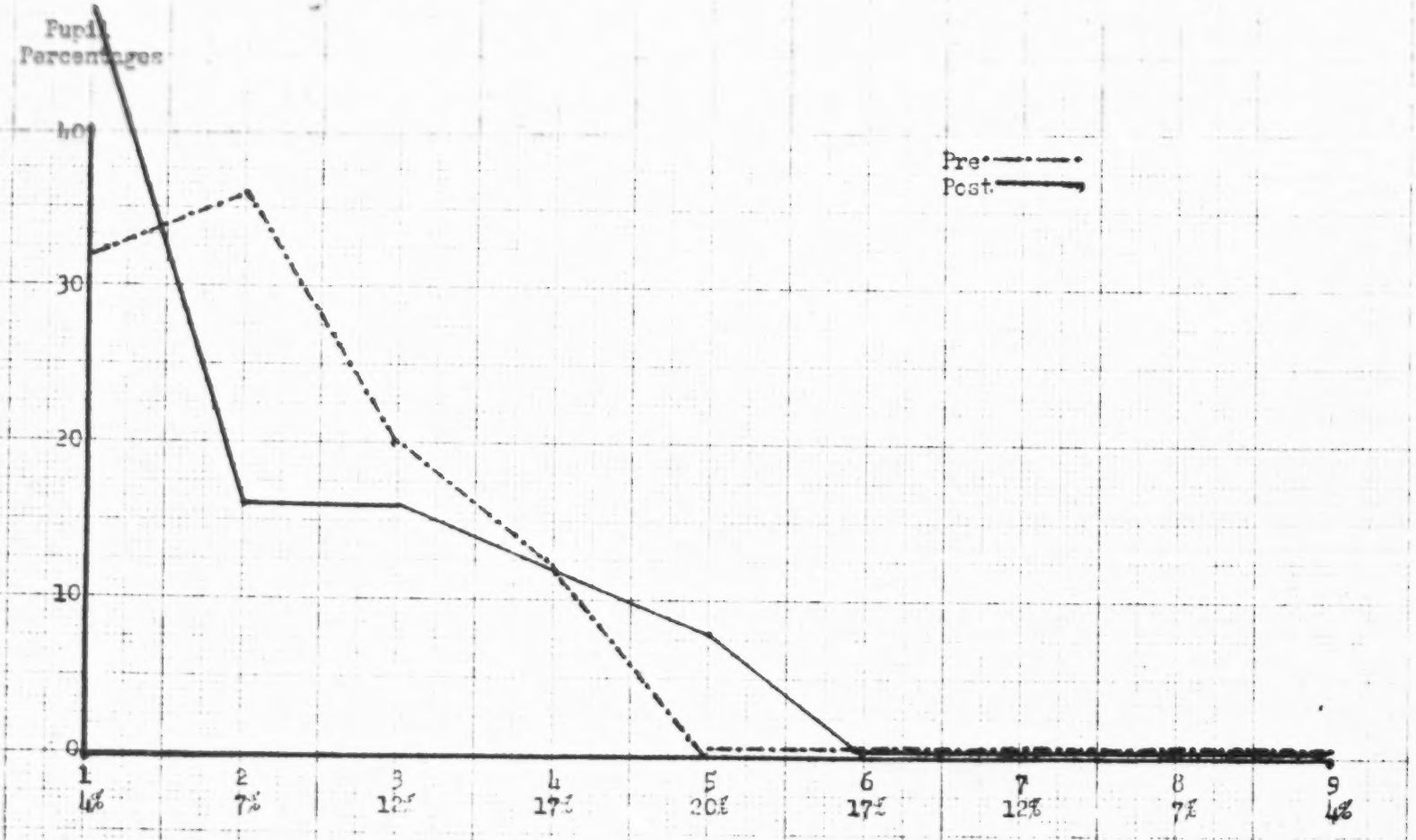

Fig. 112.--Improvement in Woods made by 25 students in Building Trades classes, Livingston Academy, Overton County, Tennessee schools, 1971-72, based on differences between pre- and post-test scores in the Cooperative Industrial Arts Tests, Form B: Woods and reported in pupil percentages at each of the nine stanine levels.

SECTION VIII

FINANCIAL REPORT

A. Available Funds for 1971-72 (General)
B. Disbursements for 1971-72 (General)
C. Available Funds 1971-72 (Detailed)
D. Disbursements for 1971-72 (Detailed)

ANNUAL FINANCIAL REPORT

For

Fiscal Year Beginning: July 1, 1971 Ending: June 30, 1972

Made To:

Central EIP Office
Atlanta, Georgia

By

Overton County Rural Education Improvement Project

Livingston, Tennessee
(Location)

Person Submitting Report: Edwin B Gandt
Project Director

Approved: [signature]
Superintendent of Schools

Date of Report: July 14, 1972

A. Available Funds for 1971-1972 (General)
Overton County EIP

Balance on Hand July 1, 1971 (In Overton Bank Account)	$ 3,435.52
Received from Central EIP, 1971-1972	$ 61,349.02
Total Available Funds for 1971-1972	$ 64,784.54

B. Disbursements for 1971-1972 (General)
Overton County EIP

Total Funds Available for 1971-1972	$ 64,784.54
Total Disbursements for 1971-1972	$ 64,784.54
Balance on Hand June 30, 1972 (In Overton Bank Account)	$ - 0 -

C. Available Funds for 1971-1972 (Detailed)
Overton County EIP

Time Poriod	Amount Received
Balance on Hand July 1, 1971 (In Overton Bank Account)	3,435.52
July, 1971 Received from Central EIP	2,186.12
Aug., 1971 " " " "	1,819.42
Sept., 1971 " " " "	4,674.46
Oct., 1971 " " " "	4,394.95
Nov., 1971 " " " "	5,200.25
Dec., 1971 " " " "	6,970.28
Jan., 1972 " " " "	4,777.25
Feb., 1972 " " " "	6,399.85
March, 1972 " " " "	7,285.74
April, 1972 " " " "	7,839.26
May, 1972 " " " "	3,556.78
June, 1972 " " " "	6,244.66
Total " " " "	64,784.54

D. Disbursements for 1971-1972 (Detailed)
Overton County EIP

Time Period		Amount Disbursed
July, 1971	Disbursements	1,719.42
August, 1971	"	1,886.66
September, 1971	"	5,580.41
October, 1971	"	5,209.52
November, 1971	"	5,963.79
December, 1971	"	5,646.43
January, 1972	"	5,795.20
February, 1972	"	6,664.98
March, 1972	"	7,504.59
April, 1972	"	5,147.78
May, 1972	"	4,752.90
June, 1972	"	8,912.86
Total	"	64,784.54

D. Disbursements for 1971-1972 (Detailed)
Overton County EIP

Time Period		Amount Disbursed
July, 1971	Disbursements	1,719.42
August, 1971	"	1,886.66
September, 1971	"	5,580.41
October, 1971	"	5,209.52
November, 1971	"	5,963.79
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March, 1972	"	7,504.59
April, 1972	"	5,147.78
May, 1972	"	4,752.90
June, 1972	"	8,912.86
Total	"	64,784.54

APPENDICES

APPENDIX A

DETAILED SEQUENTIAL INVOLVEMENT - TEACHER EDUCATION PROGRAM

TEACHER EDUCATION - SEQUENTIAL INVOLVEMENT

July 1, 1971 - June 30, 1972

Center: Overton County

Person Submitting Report: Edwin B. Garrett

Special Events in the In-Service Education Program

(Conferences, Meetings, Workshops, Visits, School Attendance, Etc.)

Date of Activity	Type of In-Service Education Activity	Category and No. of Persons Attending	Comments
August 16-21	Overton County Fair	All Overton County Principals and Teachers	Helped select and display samples of children's work.
August 23-27	In-Service Education	All Overton County Teachers,	Heard consultants on kindergarten reading and curriculum development. Planned coming school year.
August 24	College Course at University of Tennessee	1 Special Education Teacher	Took course leading to additional certification level.
August 27	Planning Session for Aides	16 Administrators Consultants	Planned and correlated program for teacher aides to work in school and continue their college work.
August 30-31	Home Visitation	11 Kindergarten Teachers	Kindergarten teachers visited homes of enrollees to establish good public relations and offer information to parents.

Sept. 15	Office Staff Planning Session	9 Central Office Staff Members	Planned and scheduled series of visits to schools to relate programs and services.
Sept. 29	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 2 Teachers	Visited Pleasant Valley school and met with personnel to relate programs and services available.
Oct. 8, 9, 10	International Reading Association	1 Evaluator	Served as a member on Committee for Disadvantaged with IRA in meeting in California.
Oct. 20	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 8 Teachers	Visited Hilham School and met with personnel to relate programs and services available.
Oct. 21	Annual Meeting of Tenn. Association for Children Under Six	10 Kindergarten Teachers 1 Administrator	Attended annual meeting of TACUS in Chattanooga.
Oct. 29	REIP Committee Meeting	1 Deputy Director 1 Proj. Director 3 Governing Board Members 1 Superintendent 1 Title I Director	Finalized plans for year's work and reviewed budget changes.
Nov. 5	Conference on Health Services	8 Principals and Administrators 12 Project Concern Consultants	Group meeting at Project Concern headquarters at Pleasant Valley to acquaint principals with services available through Project Concern.
Nov. 21	Regional Title I Conference	Title I Director	Served as member on State Panel relating Title I role in comparability.
Nov. 24	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 7 Teachers	Visited Allons School and met with personnel to relate programs and services available.
Dec. 7	Parent Education Program	1 Home Economics Teacher	Attended annual conference of Parent Education Program in Seattle, Washington.

Dec. 15	Office Staff Visits to Schools	9 Central Office Members 1 Principal 6 Teachers	Visited Independence School and met with personnel to relate programs and services available.
Jan. 6-18	Exchanged Teachers with Title III Reading Program	2 Teachers	A teacher from Rickman and one from Allons worked for two weeks at Wilson in the Title III Reading Program.
Jan. 21-Feb. 2	Exchanged Teachers with Title III Reading Program	3 Teachers	Two teachers from Pleasan Valley and one from Alpin worked for two weeks at Wilson in the Title III Reading Program.
Jan. 26	Office Staff visits to Schools	9 Central Office Staff Members 1 Principal 37 Teachers	Visited Livingston Elementary and met with personnel to relate programs and services available.
Jan. 28	Walk-in Workshop	12 Kindergarten Teachers 8 Aides 2 Administrators	Participated in a workshop on materials and methods hosted by the Cumberland County Board of Education and sponsored by the State Dept. of Ed.
Feb. 7-17	Exchanged Teachers with Title III Reading Program	2 Teachers	One teacher from Monroe and one from Hardy's Chapel worked for two weeks at Wilson in the Title III Reading Program.
Feb. 21-Mar. 2	Exchanged Teachers with Title III Reading Program	2 Teachers	One teacher from Hilham and one from Independence worked two weeks at Wilson in the Title III Reading Program.
Feb. 23	Office Staff visits to Schools	9 Central Office Staff Members 1 Principal 25 Teachers	Visited Rickman School and met with personnel to relate programs and services available.
Feb. 28-29	School Visitation Program	4 Consultants 5 Members Board of Education 16 Members County Court 6 REIP Personnel 5 Members Central Office Staff	Spent two days visiting schools observing school plants, sites, teaching conditions and conversing with teachers.

Feb. 29	REIP Governing Board Meeting	3 Governing Board 2 REIP Personnel 1 Superintendent 2 Central Office Personnel	Reviewed the two days of visiting in the schools and discussed remainder of the year for REIP.
Mar. 3	Kindergarten Workshop	3 Administrators 10 Kindergarten Teachers 6 Aides	Participated in a state sponsored workshop for Kindergarten Teachers and aides at Middle Tennessee State University.
Mar. 10	VICA Meeting	1 Teacher 1 Administrator	Attended a State Meeting of Vocational and Industrial Clubs of America in Nashville.
Mar. 15	Central Office visits to Schools	9 Central Office Staff Members 1 Principal 33 Teachers	Visited Livingston Academy and met with personnel to relate programs and services available.
Mar. 17	Secondary School Principal's Meeting	1 Principal 1 Aide	Attended Annual meeting of Secondary School Principals in Anaheim, Calif.
Mar. 20	Student at U.T.	1 Building Trades Teacher	Enrolled in U.T. Extension School for courses prescribed by State Dept. of Education.
Mar. 29	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 6 Teachers	Visited Monroe School and met with personnel to relate programs and service available.
April 3	Area Meeting of Supervisors	2 Central Office Staff Members 2 Principals	Attended meeting of Area Supervisors dealing with in-service education on professional growth.
April 4	Conference on Teacher Retirement	1 Administrators 10 Teachers	Participated in a conference on teacher retirement sponsored by the State Dept. of Edu. at Putnam Co. Senior High.
April 8	Career Education	1 Supervisor 1 Cooperative Edu. Teacher	In-service training on career education at U.T. Extension school in Nash.
April 11	Study Counsel	1 Attendance Teacher	Attended State-Wide Study Counsel in Murfreesboro for Attendance Teachers.

April 18	Seminar on Curriculum Development	12 Kindergarten Teachers 2 Supervisors 1 Consultant	Attended seminar on curriculum development presented by the Economy Co. for area kindergarten teachers.
April 19	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 14 Teachers	Visited Wilson School and met with personnel to relate programs and service available.
April 28	Conservation Workshop	1 Supervisor 1 Principal	Participated in a workshop on conservation practices at Fall Creek Falls State Park.
May 1	SRA Conference	1 Supervisor	Attended conference by SRA for curriculum developers at Montgomery Bell State Park.
May 5	REIP Committee Meeting	1 Deputy Director 1 Project Director 3 Governing Board Members 1 Superintendent	Held final official meeting of Governing Board.
May 5	Teacher's Banquet	90 Teachers and Principals 8 Central Office Staff Members 1 Consultant 4 REIP Personnel	Briefing on past REIP programs and future plans.
May 10	IRA Convention	1 Evaluator	Attended 17th Annual Meeting of IRA in Detroit, Michigan.
May 17	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 5 Teachers	Visited Alpine School and met with personnel to relate programs and service available.
May 18	Office Staff Visits to Schools	9 Central Office Staff Members 1 Principal 3 Teachers	Visited Hardy's Chapel School and met with personnel to relate programs and services available.
May 18	Reading Convention	1 Reading Coordinator 1 Project Director 1 Supervisor	Attended Reading Convention sponsored by Scott-Foresman at TTU.

May 18	Meeting on Federal Programs	1 Project Director 10 Teachers & Principals 1 Supervisor	Attended area meeting on available Federal Program at Cookeville. Sponsored by Upper Cumberland Development District.
May 31	Visit to U.T. Research Coordinating Unit	1 Librarian 1 Supervisor 1 Home Economics Teacher	Received training on use and operation of Microfische Scanner.
June 5-7	In-Service for Reading Teachers and Aides	3 Consultants 4 Central Office Staff Members 15 Teachers 5 Aides	Received additional instruction and training in Reading and related areas.
June 12	Conference on Conservation Services	1 Supervisor 1 Project Director 2 Consultants	Met with members of the Soil Conservation District to plan next year program and SCS participation.
June 15-17	TEA Leadership Conference	2 Principals 3 Teachers	Served as representativ of local teachers assoc: ation group. Held at TTU.

APPENDIX B

PROJECT'S GOVERNING BOARD

Rural Center	Cooperating Organizations, Institutions, and Agencies	Representative on Governing Board
Overton County, Tennessee	Tennessee Technological University Cookeville, Tennessee	Dr. Joe Sharpe
	Middle Tennessee State University Murfreesboro, Tennessee	Dr. David Singer
	Tennessee State Dept. of Education Nashville, Tennessee	James C. Ward
	Southern Association of Colleges and Schools Atlanta, Georgia	Dr. George Seward